2026-27

Western Oregon University

COURSE CATALOG

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President's Message to Students

Welcome to Western Oregon University! Our faculty and staff are deeply dedicated to student learning and student success. They do more than teach; they build communities and empower students to have a positive impact on society.

President Jesse Peters

At WOU, students are engaged participants in their own learning. Here, education means more than classroom lectures and final exams. Our students enjoy a variety of learning environments as they develop the skills needed to be successful in their chosen professions. From collaborative project development to community engagement, students have opportunities to work across disciplines and choose their own pathways.

Upon graduation, a WOU student is definitely ready to start a career. But, more importantly, that student is also prepared to travel the multiple roads that open up during a career. Our students know how to innovate, collaborate, adapt, and communicate. Western Oregon University graduates are prepared to build their futures.

Our students become more than experts in their fields; they learn how to learn. WOU graduates are prepared to adapt to changing environments, engage with diversity, work collaboratively, think creatively, and contribute to their communities in positive ways.

We are focused on personalized learning, belonging, and empowerment. Choose Western Oregon University and take control of your education.

We are here for you!

Jesse Peters
President
Western Oregon University

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Our mission

Western Oregon University creates lasting opportunities for student success through transformative education and personalized support.

Our vision

To become Oregon's campus of choice for students, faculty and staff who seek a student-centered learning community.

Western Oregon University will achieve this vision by:

- Cultivating student success through personalized attention, mentoring and degree attainment.
- Raising awareness of our strengths, successes and contributions to the community through increased public outreach.
- Adapting to the changing world through continuous institutional improvement, evolving pedagogues and expertise, sustained scholarly and creative activities and delivery of critical and innovative programs.
- Aspiring to standards of excellence in all programs.
- Challenging students, faculty and staff to grow profoundly through inspiring, thought-provoking educational experiences.
- Connecting students with communities through engagement in service, experiential learning, creative problem-solving opportunities and cocurricular collaborations.
- Supporting the inclusion of, respect for and appreciation of all communities of students, faculty and staff.
- Promoting the well-being of students, employees and the environment.

Our values

Our practices are guided by our values:

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

Undergraduate Admissions

Admissions

Joy Brown, Director of Admissions
wou.edu/admission/
503-838-8211 (TTY)
Toll free: 877-877-1593, ext. 1

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

First-Year Admission Requirements

Admission Requirements

To be eligible for admission and to be admitted to first-year student 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.
3. Complete the following courses upon high school graduation with a minimum of C- or Pass grade:
    - 4 years in Language Arts
    - 3 years in Math culminating in a course with a primary focus in algebra, calculus, data science, discrete mathematics, geometry, mathematical analysis, probability, or statistics
    - 3 years in Science
    - 3 years in Social Science
    - 2 years in the same second language

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

Application Procedures

First-year applicants are encouraged to apply beginning their senior year of high school to receive priority consideration for WOU scholarships. The application procedure for entering first-year applicants (students with no preparation beyond high school) consists of the following steps:

1. Complete and return an application for admission. Students can apply for admission online at wou.edu/admission/. WOU does not have an application fee (no waiver required).
2. Submit your unofficial high school transcript documenting your grade-point average and all course work completed to date.
3. Submit a final official transcript documenting all high school coursework, final grade-point average, and date of graduation. First-year and Transfer students seeking to transfer college credit are required to submit an official transcript from each college or university attended to the Office of the Registrar.

First-year students who attend WOU within one year of their high school graduation are required to live on campus (see University Housing policy). Admissions reserves the right to rescind the admission of any student who fails to meet the conditions of their admission to WOU.

Comprehensive Admission Review

WOU conducts comprehensive reviews of applicants who do not meet the minimum admission requirements. Reviews may include the request of additional materials such as:

- Personal essay
- Up to 3 letters of recommendation

Academic performance is not the sole criterion for admission to WOU. WOU may evaluate a person's behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions. For information, go to wou.edu/admission/.

General Educational Development (GED)

A student who does not hold a high school diploma may be admitted on the basis of the GED test as follows:

- A GED received after December 2013 requires a standard score of at least 150 on each of the four subject examinations, with a total score of 680 or higher.
- A GED received between January 2002 and December 2013 requires a standard score of at least 410 on each of the five subject examinations, with an average overall score of 580 or higher.
- A GED received before January 2002 requires a standard score of at least 40 on each subject examination and an overall score of 46 or higher.

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

International Baccalaureate (IB)

Students completing the full IB Diploma with a score of 30 or higher receive the following:

- Certain credits to fulfill General Education Requirements. These are based on IB exam scores and official scores must be submitted for review.
- The above could lead to 2nd year level academic standing

Unaccredited High Schools or Home-Schooled Students

Applications from students from unaccredited high schools and home-schooled students are reviewed in alignment with our first-year student admission requirements. Please submit the following for our review:

- Completed WOU application
- High school and college transcripts

For information, visit our website at wou.edu/admission/.

When to Apply

Western Oregon University has a rolling admissions process. While there is both an early action deadline of November 1 and a priority deadline of January 15 each year, applications are accepted throughout the academic year. Students can also apply for each academic term. The final deadline to apply is two weeks prior to the start of each term. Students who wish to apply for financial aid, scholarships or university housing are advised to consult Admissions regarding deadlines.

Deferral Policy

Students who have confirmed their admission may request to defer their admission to Western Oregon University for up to one academic year. Deferral requests must be submitted to the Office of Admissions prior to the start of the originally admitted term.

Merit scholarships awarded at the time of admission will also be deferred and honored for the approved deferred term, provided the student meets all eligibility requirements at the time of enrollment.

For first-year students, admission and merit scholarship eligibility are based on first-year admission criteria. If, during the deferral period, a student enrolls at another college or university and completes 36 or more quarter credits or 24 or more semester credits, the student's application and merit scholarship eligibility will be reevaluated under transfer admission criteria.

Deferrals may not exceed one academic year. Students who do not enroll within the approved deferral period may be required to submit a new application for admission.

Transfer Students

Admission Requirements

1. Students with 36 or more transferable, college-level quarter hour credits (24 semester hours) must have a cumulative 2.25 grade point average or higher in all college-level work attempted and be in good academic standing, disciplinary/student conduct and financial standing at all prior institutions attended.
2. Students with fewer than 36 transferable, college-level quarter hours are required to provide an official high school transcript or GED scores and must meet freshman admission requirements.
3. Transfer applicants who obtain an Oregon Transfer Module (OTM) or an Associate of Arts Oregon Transfer degree (AAOT) from an Oregon community college are admissible with a cumulative grade-point average of 2.00.

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

Application Procedures

The application procedure for transfer students consists of the following steps:

1. Complete and return an application for admission. Students can apply for admission online at wou.edu/admission/. WOU does not have an application fee (no waiver required).
2. Submit your unofficial high school transcript documenting your grade-point average and all course work completed to date.
3. Submit a final official transcript documenting all high school coursework, final grade-point average, and date of graduation. First-year and Transfer students seeking to transfer college credit are required to submit an official transcript from each college or university attended to the Office of the Registrar.

Degree Partnership Program (DPP)

wou.edu/partnerships/
Greg Davis
davisg@wou.edu | 503-838-9777

Dual Enrollment Partnerships at Designated Community Colleges

Western Oregon University offers the Degree Partnership Program (dual admission and enrollment) at the following Oregon Community Colleges:

- Chemeketa Community College, Salem, OR
- Clackamas Community College, Oregon City, OR
- Linn-Benton Community College, Albany, OR
- Mt. Hood Community College, Gresham, OR

The DPP program is designed to allow qualified students access to Western Oregon University and their selected community college. As a DPP participant, students can attend classes at either institution, utilize financial aid to pay tuition incurred at both institutions, and have the option of using campus facilities and services. There is also flexibility in scheduling with access to more classes and one application process to attend both institutions. Learn more at wou.edu/partnerships/.

Oregon Transfer Agreements

The state of Oregon has a number of transfer agreements in place to facilitate a smooth transition from Oregon community colleges to four-year public universities.

Other Transfer Agreements

WOU has approved select transfer agreements with states outside of Oregon, such as Washington's Direct Transfer Agreement (DTA) and California's Intersegmental General Education Transfer Curriculum (IGETC).

Transfer Credit

Students with qualifying transfer courses will be awarded credit at WOU in accordance with Undergraduate Academic Regulation U-13. Credit for the following standardized exams are awarded as follows:

- Advanced Placement Credit
- College Level Equivalency (CLEP) Scoring Table
- General Certificate of Education (GCE) Examinations
- WOU International Baccalaureate Program Credit Guidelines

Transfer Degrees from Other States

Students from designated states who have earned specific transfer degree will be considered as having met WOU's General Education requirements.

Graduate Admissions

Joy Brown, Director of Admissions
graduate.wou.edu
503-838-8597

Graduate Admission Requirements

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Office of Admissions and the academic program to which they have applied. Program admission requirements vary. Admission to the university for graduate level study requires:

- Completion of a four-year baccalaureate degree (or international equivalent) from a regionally accredited institution.
- A cumulative B average (equivalent 3.00 on a U.S. 4.00 grading scale) on the most recent baccalaureate degree.
- The cumulative GPA requirement may be waived if one of the following conditions is met:
    - A 3.00 GPA is maintained over the final 60 semester hours (or 90 quarter hours) of the baccalaureate degree.
    - A master's degree has been successfully completed.
    - Minimum GRE scores are achieved: 148 Verbal Reasoning, 147 Quantitative Reasoning, and 3.5 Analytical Writing.

Official transcripts from all degree-granting institutions must be submitted prior to enrollment. Western Oregon University (WOU) reserves the right to require official transcripts at any point during the application process. WOU further reserves the right to rescind admission if the reported educational history is found to be incomplete or below minimum admission standards. All admissions documents become the property of the university and will not be returned.

Classification at Admission

Graduate applicants may be admitted under the following categories:

Full Admission

Applicants who meet all institutional and program-specific admission requirements are granted full admission status.

Provisional Admission

Applicants who are expected to meet all admission requirements but have outstanding items at the time of admission may be granted provisional admission. Examples include, but are not limited to:

- Pending receipt of a final official transcript verifying degree completion
- Completion of prerequisite coursework prior to matriculation

All required materials and conditions must be satisfied prior to the start of the student's first term of enrollment. Failure to do so may result in the rescission of the admission offer.

Conditional Admission

Applicants who do not meet the minimum academic requirements for

admission may be considered for conditional admission. Students in conditional admission status are not eligible for federal financial aid until they have met all conditions and are granted full admission.

In addition to any outstanding provisional admission requirements (i.e. an official transcript), conditionally admitted students must also complete their first 9 or more credits of graduate-level coursework at WOU with a minimum GPA of 3.0 to be eligible for full admission. Upon successful completion of these requirements, students may be formally admitted to their graduate program. Students who do not meet these requirements will not be eligible for full admission and will not be permitted to continue in the program.

International Students

All non-native English speaking students must also provide proof of proficiency in the English language by submitting an official copy of an English testing score report. The following minimum scores are required from one of the below-listed methods:

- Paper-based TOEFL: 550
- Internet-based TOEFL: 79
- IELTS Test: 6.0
- Duolingo: 100

A student seeking a master's degree, graduate license program, graduate certificate or graduate specialization must apply both to the university and to the program in which they are interested. Applications to each specific program are available from each program. The graduate website and the catalog have current admission information.

Paying for College

wou.edu/finaid
Director, Kella Helyer
Website: finaid@wou.edu
Email: finaid@wou.edu
503-838-8475 | Toll free: 877-877-1593

The Financial Aid Office at Western Oregon University is committed to making education accessible and affordable, assisting students and their families in identifying resources to cover educational expenses when personal and family resources are insufficient.

Financial Aid Programs

We offer a comprehensive financial aid program-including federal, state, and institutional grants, scholarships, work-study opportunities, and student loans-designed to support students from diverse financial backgrounds.

To learn more about the type of aid offered, the dates and deadlines for applying, and scholarship opportunities, visit our website at https://wou.edu/finaid.

Applying for Aid

Students are encouraged to apply for financial aid annually by completing the Free Application for Federal Student Aid (FAFSA®) at https://studentaid.gov/h/apply-for-aid/fafsa or by completing the State of Oregon ORSAA Application at https://oregonstudentaid.gov/ and adhering to priority deadlines to maximize eligibility.

For detailed information on application procedures, eligibility criteria, and types of aid, please visit the Financial Aid website or contact our office directly.

Student Involvement

Student Affairs

Vice President Tina Fuchs
wou.edu/student/

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

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

Student Government

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

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

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

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

Honor Societies

Chi Alpha Sigma

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

Phi Alpha Theta

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

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

Phi Kappa Phi

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

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

Phi Sigma Iota

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

Pi Mu Epsilon

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

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

Psi Chi

The national honor society in

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

The WOU chapter sponsors an annual research conference that includes poster and paper presentations to highlight student accomplishments.

Lambda Pi Eta

The Nu Phi chapter, an accredited international honor society of the National Communication Association, is open to all communication majors and minors who meet the requirements for the honorary distinction.

Intercollegiate Athletics

wouwolves.com

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

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

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

WOU and the NCAA

Membership in the NCAA Division II provides the opportunity for student athletes to compete at a high level of competition while also balancing academics and campus life. WOU is a member of the Great Northwest Athletic Conference, which is made up of the NCAA members from Oregon, Washington, California, Idaho, Alaska, Montana and Canada. For more information about particular sports, please contact the Department of Intercollegiate Athletics at 503-838-8917.

Academic eligibility requirements

The NCAA has established academic requirements for participation in intercollegiate athletics. Freshman student athletes must be certified by the NCAA Initial Eligibility Center. Information regarding the eligibility center and first-year eligibility is available from high school counselors or online at eligibilitycenter.org.

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

Facilities

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

Academic Resources

WOU offers resources to help you graduate ready to compete in today's careers. For example, resources range from exciting opportunities to study outside the United States to helpful academic tutoring in math, writing and other courses. These links are used most frequently, but if you don't find what you need here, check Student Services or search the WOU website at www.wou.edu.

International Education and Development

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

Information	Where to Find it
Hamersly Library	http://www.wou.edu/library/
International Student Academic Support	http://www.wou.edu/internationalsupport/
International Student and Scholar Services	http://www.wou.edu/international/
Math Center	http://www.wou.edu/mathcenter/
National Student Exchange	http://www.wou.edu/student/national-student-exchange-nse/
Science Center	http://www.wou.edu/sciencecenter/
Study Abroad	http://www.wou.edu/international/study-abroad/
Tutoring Services	http://www.wou.edu/freetutoring/
Writing Center	http://www.wou.edu/writingctr/

Student Services

WOU offers student services that help make WOU more like home, as well as help you connect to a community of other students that share your interests. (More of these organizations may be found under Student Engagement on WOU's website.) Need help with your computer? Interested in on-campus housing? Want to find where to eat, play, and work at WOU? You can find that and more through these links to campus student services.

Information	Where to Find It
Bookstore	http://books.wou.edu/home
Campus Dining	https://wou.edu/dining/
Campus Recreation	http://www.wou.edu/campusrec/
Computer Help	http://www.wou.edu/ucs/support/
Computer Labs	http://www.wou.edu/ucs/resources/computer-labs/
Disability Services	http://www.wou.edu/disabilityservices/
Multicultural Student Services and Programs	http://www.wou.edu/multicultural/
Service Learning and Career Development	http://www.wou.edu/slcd/
Student Conduct	http://www.wou.edu/studentconduct/
Student Employment	http://www.wou.edu/slcd/wolflink/
Student Enrichment Program-Trio	http://www.wou.edu/sep/
Information	**Where to Find It**
Student Health and Counseling	http://www.wou.edu/health/
Student Success and Advising	https://www.wou.edu/advising/
Tutoring Services	http://www.wou.edu/freetutoring/
University Housing	http://www.wou.edu/housing/
Veterans Support Services	http://www.wou.edu/veterans/
Werner University Center	http://www.wou.edu/student-engagement/

University Policies

Accreditation

Western Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU).

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

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

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

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

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

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

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

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

Affirmative Action

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

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

Campus Security Act and Fire Safety Act Notice

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

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

Catalog Information

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

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

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

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

Commitment to Diversity

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

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

- Welcoming and valuing students, staff and faculty from all cultural backgrounds and experiences including ethnicities, socioeconomic classes, religions, disabilities, sexual orientations and gender identities;
- Actively embracing and celebrating cultural traditions and histories from across the globe;
- Sustaining a campus environment that engenders respect for people of all cultures and supports an intellectual discourse and development that values the acquisition and expression of divergent views and perspectives;
- 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 or her academic or evaluative role, greatly diminish the student's actual freedom of choice if sexual favors are requested. Therefore, university employees are warned against participating in even an apparently consensual relationship.

Additional information is available at wou.edu/policycouncil/policy-library/. To request a complete hard copy of the policy, contact the Office of Human Resources at 503-838-8490.

Drug-Free School Policy

WOU has committed itself to the education and development of healthy, productive and responsible individuals. Consistent with this commitment, WOU has established and will enforce institutional rules that uphold federal, state and local laws applicable to alcohol and other drug usage.

The university prohibits illegal use of drugs or alcohol by students, faculty or staff. Additional information is available at wou.edu/policycouncil/policy-library/.

To request a complete hard copy of the policy, contact the Office of the General Counsel at 503-838-8809.

Statement on Discrimination, including Sexual Harassment

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

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

Discrimination

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

Harassment

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

Sexual harassment

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

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

Additional information is available at wou.edu/policycouncil/policy-library/. 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 the Office of Human Resources at 503-838-8490.

Student Right to Know

Western Oregon University provides the following information regarding our institution's graduation rates. This information is provided in compliance with the Higher Education Act of 1965. The graduation rates reflect the graduation status of students who initially enrolled at WOU during the 2013-14 academic year and for whom 150 percent of the normal time to completion has elapsed.

During Fall 2013, 826 first-time, degree seeking undergraduate students entered the university. As of June 2019, 41 percent of these students graduated from WOU.

Questions related to this report should be directed to Judy Sylvia, Associate Provost, at sylvaj@wou.edu, at 503-838-8026.

University Communication Policy

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

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

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 for admission, you give your permission for the use of your SSN to assist WOU in developing, validating or administering predictive tests and assessments; administering student aid programs; improving instruction; identifying students internally; collecting student debts; or comparing student educational experiences with subsequent work-force experiences.

When conducting studies, WOU will disclose your SSN only in a manner that does not permit personal identification of you by individuals other than representatives of WOU

and only if the information is destroyed when no longer needed for the purposes for which the study was conducted. By providing your SSN, you are consenting to the uses identified above.

This request is made pursuant to the Oregon Revised Statutes 351.070 and 351.085. You are not required to consent to the use of your SSN for research; if you choose not to do so, you will not be denied any right, benefit or privilege provided by law. You may revoke your consent for the use of your SSN at any time by writing to Admissions. If you do not give consent to use your SSN for research, please attach a note requesting a system-generated number.

Veteran Administration (VA) Standards

Veteran's Representatives

Welcome Center Building 207H
(503) 838-8183
wou.edu/veterans/veteran-registrar/

The Office of VA Benefits, a unit within the Office of the Registrar, helps eligible student veterans, reservists, and military dependents obtain educational benefits in compliance with the procedures and regulations of the United States Department of Veterans Affairs. The office provides basic information about educational benefits administered by the United States Department of Veterans Affairs.

Any student receiving GI Bill® education benefits while attending Western Oregon University is required to obtain transcripts from military training and all previously attended schools and submit them to the school for evaluation of prior credit and shortening of the program proportionately.

Eligible student veterans should contact the Veteran's Representatives by telephone, e-mail, or mail as soon as they are admitted to the university. The mailing address is Office of the Registrar, 345 Monmouth Ave. N., Monmouth, OR 97361. The Veteran's Representatives are available 8:00 a.m. to 5:00 p.m., Monday through Thursday and 9:00 a.m. to 5:00 p.m. on Friday.

Course and program credit requirements are clearly defined in the WOU course catalog. Course and program credit requirements reflect the scope of study.

Certain programs within the WOU catalog have credit spans. These credit spans reflect the lowest and highest credits a student may take depending on the path taken through the program (e.g. choice of concentration and/or minor can impact total credits needed).

Per WOU regulations certain courses may be repeated for credit when the content changes and other courses may not be repeated for credit. A program may require that a single course be taken multiple times for credit. In such cases the designated courses may be repeated for credit. Such requirements are clearly outlined in the WOU catalog entry for the program.

No student receiving VA Education benefits may have enrollment certified in a course that was previously successfully completed and for whom repeating the course is not an outstanding program requirement.

Veterans Administration Standards		
Certification Status	**Under-graduate** fall/winter/ spring	**Graduate** fall/winter/ spring
Full time	12+	9+
3/4 time	9-11	7-8
1/2 time	6-8	5-6
< 1/2 time	3-5	3-4
1/4 time	3	3

Veterans Access, Choice and Accountability Act

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

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

Title 38 USC 3679(e) Compliance

In accordance with Title 38 US Code 3679(e), Western Oregon University adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 GI Bill® (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. Western Oregon University will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Provide an electronic request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.
- Pay the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

WICHE State Authorization Reciprocity Agreement

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

Academic Regulations

How to Identify Regulations:

To identify regulations, they are categorized (University, Undergraduate, or Graduate) and listed alphabetically within each category. Each regulation has a unique two-character identifier indicating its category, sequential order within the category, and, if applicable, a letter showing its relationship to a parent regulation. The University category is denoted by "W" (for WOU), Undergraduate by "U," and Graduate by "G." For instance, regulation W-2c is a University regulation (with "W"), the second in order ("2"), and the third subset ("c") of the parent W-2 regulation.

University Regulations

University regulations contain rules and information that are applicable to all students; undergraduate, graduate, post-baccalaureate, and non-degree seeking graduate students.

University regulations can be recognized by the "W" prefix, representing WOU, preceding the regulation number, such as W-1 for the regulation governing WOU's Course Numbering System, listed as "Course Number System (W-1)."

Undergraduate Regulations

Undergraduate regulations are applicable to undergraduate, post-baccalaureate and non-degree seeking undergraduate students.

Undergraduate regulations are distinguishable by the "U" prefix, representing Undergraduate, preceding the regulation number, exemplified by U-5, which governs Class Standing and is listed as "Class Standing (U-5).

Graduate Regulations

Graduate regulations are applicable to all graduate and non-degree seeking graduate students.

Graduate regulations are discernible by the "G" prefix, representing Graduate, preceding the regulation number, as illustrated by G-5, which pertains to Filing a Program Plan and is listed as "Filing a Program Plan (G-5)."

Office of the Registrar

The Office of the Registrar is responsible for maintaining the integrity and accuracy of academic records including student enrollment, grades, transcripts and degrees; eligibility for veterans' benefits; and maintaining compliance with state and federal laws, particularly the Family Educational Rights and Privacy Act (FERPA).

For guidance on academic regulations, reach out to the Office of the Registrar for assistance. Located in the Lieuallen Administration Building, first floor, call 503-838-8327, or email registrar@wou.edu. Forms and information may also be found online at wou.edu/registrar.

University Registrar Amy Clark

Course Numbering System (W-1)

Courses numbered:	
1-99	Preparatory courses that do not count toward a degree
100-299	Lower-division courses
300-499	Upper division courses
500-599	Graduate courses with undergraduate equivalents
600-699	Graduate courses for graduate and AUMP students only
700	Doctoral/In-Service*
800	Professional development courses that do not apply to degrees or certificates

**Prior to Summer 2023 the 700 course numbers were indicative of in-service courses. Summer 2023 forward the 700 course numbers are utilized for doctoral level instructional programs.*

Commonly Numbered Courses:

Course numbers ending in "Z" are, per Oregon statute, courses that are part of the state's commonly numbered course system. These courses share common learning outcomes, matching course numbers, similar subject codes, and matching credits. They transfer between all Oregon community colleges and all Oregon Public Universities.

Special notes for 500-level courses:

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

Grading (W-2)

Grading System (W-2a)

Grade	Grade Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
C-	1.70
D+	1.30
D	1.00
*D-	0.70
*^F	0.00

**Effective academic year 2024/25 the D- and F grades are no longer assigned to undergraduates. Undergraduates that do not meet course learning outcomes receive a NC grade. See Undergraduate Grading Standards.*

^Effective academic year 2026/27, undergraduates may choose to replace an NC with a grade of F in letter-graded courses. This request must be made within one term of receiving the original grade and prior to degree conferral. Once made the change is irrevocable. See Undergraduate Grading Standards.

Grade-Point average (GPA) (W-2b)

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

Incomplete Grades (W-2c)

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

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

time to prevent problems closer to graduation.

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

Institutional FERPA Policies (W-3)

Amendment of Education Records (W-3a)

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

Disclosure of Directory Information (W-3b)

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

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

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

Disclosure for Institutional Purposes (W-3c)

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

Disclosure for Letters of Reference (W-3d)

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

Failure to Comply (W-3e)

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

Policies for Student Records (W-3f)

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

Student Access (W-3g)

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

Refunds (W-4)

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

The refund schedule has been established by WOU and the U.S. Department of Education and may be obtained from the Business Office or visit our website at wou.edu/business/tuition-fees/concerning-refunds/.

Registration (W-5)

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

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

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

Students' Responsibilities for Registration (W-6)

Address Information (W-6a)

Students are responsible for keeping their address information updated through Experience. WOU's academic offices rely on this student information to contact students to resolve problems with academic records, registration, advising or graduation.

Holds (W-6b)

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

Prerequisite/co-requisites (W-6c)

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

Drop for Nonparticipation (W-6d)

Students who do not attend or participate in a class at least once during the first two weeks of the term (comparable time frame for Summer sessions) will be administratively dropped from the class by the Office of the Registrar. The student's permission is not required when dropped for this reason. Students must notify faculty of any situation that may prevent class participation during the first two weeks.

Financial Responsibility (W-6e)

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

Withdrawal (W-7)

The following deadlines apply to fall, winter and spring terms. See the Academic Calendar for deadlines for summer term.

Week 1 through Week 2- A student may drop a course, without any record on the permanent academic transcript, online through the portal before the end of the fourth week of class.

Week 3 through Week 7- A student may withdraw from a course online through the portal and receive a W for the course on the permanent academic transcript if the student withdrawals online in weeks five through seven of the term.

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

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

Non-Degree Seeking Students (W-8)

A non-degree seeking student is a person who is qualified to enroll for classes at Western Oregon University (WOU), but is not seeking to earn a degree or other university credential for which formal admission to the university is required. The non-degree seeking status is specifically designed for the person who desires to take a very limited number of courses for purposes other than obtaining a degree or certificate at WOU.

A non-degree seeking student is required to abide by all the policies, regulations, codes of conduct, and rules of the university. Limitations placed upon a non-degree seeking student are:

1. Non-degree seeking students are limited to eight (8) undergraduate or graduate credits each term for fall, winter, and spring. The summer term limit is sixteen (16) or fewer undergraduate credits or twelve (12) or fewer graduate credits.
2. Non-degree seeking status is valid for four (4) terms for undergraduate classes, or two (2) terms for graduate classes. Students must apply for readmission once the allowed time is exhausted.
3. Only individuals that have earned a baccalaureate degree are potentially eligible

to enroll as a non-degree seeking student for purposes of taking graduate classes.
4. Individuals with or without a baccalaureate degree may be eligible to enroll in undergraduate classes.
5. WOU will not evaluate or hold records in preparation for earning a university credential. These academic services are limited to fully-admitted, degree-seeking students only.

Matriculation (W-9)

Newly admitted students that enroll in

courses and attend at least one-class session during the first two weeks of the term are matriculated students.

Newly admitted students that enroll but do not attend during the first two weeks of the term are non-matriculated students. Non-matriculated students have their registration and admission canceled. Non-matriculated students may defer their admission to a future term or reapply at a later date.

Graduate Regulations

Academic Load (G-1)

The full-time course load for graduate students is nine graduate credits, including coursework portfolio, professional project, field study or thesis. The maximum course load for graduate students is 16 credits with any combination of courses (graduate or undergraduate) during fall, winter or spring term. Twelve credit hours is the maximum load for graduate students during the six-week summer term.

Credit by Examination (G-2)

Graduate courses may not be challenged for credit by examination. If a graduate student has extensive background in an academic area, the graduate student's adviser may approve the substitution of an alternative graduate-level course in the student's program of study. All substitutions must be documented and submitted to Student Success & Advising.

Program of Study & Degree Audit Verification (G-3)

Graduate students are assigned a Program of Study upon admission, governed by the academic requirements of the student's catalog year and tracked via the electronic degree audit. The institution may find it necessary to make changes to courses, degree, and/or program requirements. In the event that such changes affect students already enrolled, to the extent possible, the institution will find reasonable accommodations to ensure continued progression towards degree completion.

- **Initial Verification:** Students are required to review their degree audit with their assigned adviser during their first term of study to ensure accuracy.
- **Individual Changes & Substitutions:** Any deviations from the assigned Program of Study must be approved by Program Faculty and documented as an exception within the degree audit system.

This requirement applies to all degree-seeking students, as well as those pursuing endorsements, licensures, certificates, or specializations.

Final Exit Evaluation (G-4)

All graduate students are required to complete a culminating exit requirement as defined by their academic program and catalog year. The specific type, format, and number of exit requirements are determined by the student's program of study and may include, but are not limited to, comprehensive examinations, theses, portfolios, action research projects, field studies, or professional projects. Requirements are documented in the program of study and administered in accordance with program guidelines.

Final written comprehensive examination will be based upon areas of study in the approved program of study. Students may retake the written comprehensive examinations only once. Graduate students who score unsatisfactorily (below C-) on any component of the comprehensive examination will be required to take a final oral examination on the unsatisfactory section. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A graduate student is eligible to complete final evaluations only after all coursework has been completed or the student is in the final term of enrollment. Per policy, they can also participate in comprehensive exams in the 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 their 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.

Graduate Faculty (G-5)

The graduate faculty consists of the President and Vice President of academic affairs of WOU, the academic Deans, the colleges' graduate faculty, program coordinators, and members of the faculty who have been designated by their divisions.

To Teach Graduate Courses:

Qualifications: Earned graduate degree equivalent to or above the

course degree level. Evidence of professional activity sufficient to assure awareness of current advances in the discipline or profession. Evidence of effective instruction or effectiveness in other types of professional presentations. In the case of new appointments, strength of evidence that indicates potential may substitute for experience.

To Serve on Graduate Student Committees:

Qualifications: Earned graduate degree equivalent to or above the student's degree level. Evidence of professional activity or scholarship sufficient to assure awareness of current advances in the discipline or profession. Evidence of effectiveness in advising, participation on graduate student committees, and supervising graduate student research. In the case of new appointments, information suggesting potential for providing guidance to graduate students may substitute for participation on committees.

To Direct Master's Exit Requirements:

Qualifications: Doctoral or other

relevant terminal degree. A combination of a master's degree and scholarly activity may be considered as a substitute for a doctoral or terminal degree. Evidence of professional activity and scholarship indicating participation in advances in the discipline or profession.

To Direct Doctoral Exit Requirements:

Qualifications: Doctoral degree. Evidence of professional activity and scholarship indicating active participation in current advances in the discipline or profession.

Graduate Faculty Exceptions:

For exceptions to any portion of the graduate faculty requirements, faculty may appeal to their college dean. The college dean will review and consider whether an exception is justified and upholds the academic integrity of WOU graduate programs.

Division chairs shall include information and updates on Graduate Faculty members as part of their annual spring review. This information should include which faculty meets the criteria for teaching, directing, and serving on committees.

Graduate Grading System (G-6)

The following grading scale is employed at the graduate level:

Excellent:	
	A
	A-
Acceptable:	
	B+
	B
	B-
Below standard:	
	C+
	C
	C-
Unsatisfactory performance (no credits earned):	
	D+
	D
	D-
	F

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 Incomplete Grades (W-2c) and Special Regulations Concerning Incomplete Grades (G-15))*
W	Withdrawn

Grade Expectations

Graduate students are expected to maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements. Although grades of C+, C and C- are below the graduate standard, up to eight hours taken at WOU may be counted as credit toward a graduate degree. Individual programs can establish more rigorous policies concerning the use of C grades in a degree program.

Graduate Level Courses (G-7)

All graduate courses will be designed to help students achieve well-defined objectives or student learning outcomes. Student learning outcomes encompass the range of student attributes and abilities that students should be able to demonstrate after successful completion of the course. In general, most graduate level courses should be letter-graded.

400/500 courses

Courses bearing dual-listed numbers (400/500) must provide students who are enrolled for 500-level credit with graduate-level learning. Expectations for learning outcomes in the graduate component of dual listed (400/500 level) courses are the same as for stand-alone 500-level courses. A distinction must be made between learning outcomes for students taking the course for undergraduate credit (400 level) and those taking the course for graduate credit (500 level). In most cases this distinction should include emphasis on developing skills in analysis, synthesis, and/or evaluation for the 500-level credit. The

differences in student learning outcomes should be accompanied by appropriate differences in learning opportunities and evaluation procedures.

500-level courses

These courses are graduate courses in support of graduate certificate/endorsement/specialization or master's degree programs.

Undergraduates of exceptional scholastic achievements may, outside of an Accelerated Undergraduate to Master's Pathway (AUMP), program be admitted to these courses on the approval of the instructor and they may, if admitted, under some conditions, use a limited number of these courses toward a graduate certificate/endorsement/specialization or a master's degree program. These courses have one or more of the following characteristics:

- They require upper division prerequisites in the discipline.
- They require an extensive theoretical base in the discipline.
- They increase or re-examine the existing knowledge or database of the discipline.
- They present core components or important peripheral components of the discipline at an advanced level.

600-level courses

These are graduate courses available for use by graduate and AUMP students, for graduate certificate/endorsement/specialization or master's degree programs. In addition to exhibiting the characteristics of 500-level courses, these courses typically have an increased level of sophistication in developing skills in analysis, synthesis, and/or evaluation.

At least 50 percent of coursework in a graduate degree program must be 600 level.

700-level courses

These are graduate courses offered principally in support of doctoral-level instructional programs but also are available for use on graduate certificate or master's level degree programs. In addition to exhibiting the characteristics of 600-level courses, these courses typically require 600-level prerequisites and they build on and increase the information presented in 600-level courses.

At least 50 percent of coursework in a doctoral degree program must be 700 level.

Blanket-Numbered Courses

Blanket-numbered courses have a zero-middle digit. See Limitations on Special Arrangement "0" Courses (G-11) regarding course limits.

- Research (601 or 701) is for research that is not part of the thesis. Data obtained from such research should not be incorporated into the thesis.
- Thesis (603 or 703) covers thesis research and writing. A student may register for thesis credit each term.
- Reading and Conference (605 or 705)
- Professional Projects (606 or 706) are used for special work not given under a formal course number.
- Seminar (607 or 707) is used both for departmental seminars and for special group work not given in a formal course.
- Workshop (608 or 708) is usually a special, short-term course covering a variety of topics.
- Practicum/Internships (609 or 709) is used for courses whose emphasis is the application of academic theory to the work environment.

Accelerated Undergraduate Masters Pathway (AUMP) (G-8)

Purpose:

To allow qualified WOU undergraduate students that wish to pursue a master's program at WOU immediately after completing their undergraduate degree the opportunity to apply graduate coursework towards the completion of their undergraduate and master's degrees.

Criteria for acceptance and continuation in the AUMP:

- Fully admitted undergraduates of senior standing.
- Cumulative WOU GPA of 3.2 or above.
- Pursuing an undergraduate program identified as participating in an approved AUMP.
- Meets any requirements set by the graduate program that is more than the stated minimum requirements.
- Undergraduate students who have been accepted to an accelerated undergraduate master's pathway must complete all of their bachelor's degree requirements and graduate within 12 months of the first day of the term in which they begin taking masters courses as part of the accelerated program. Students who fail to do so will undergo a progress review and may be dismissed from the accelerated program.

Provisions:

- 500- and 600-level courses that may count toward both the bachelor's and master's programs will be determined through collaboration of designated faculty members in each program.
- AUMP students may take a maximum of 16 graduate credits while classified as an undergraduate.
- Minimum grade of B (3.0) or better is required for a course to apply to the master's level program.
- Courses graded on a Pass/No Credit or Satisfactory/No Credit basis are not eligible for use in AUMP programs.

- The number of graduate credits earned in the AUMP program that can be applied to a master's program will be determined by the graduate program.
- The number of graduate credits earned in the AUMP program that can be applied to an undergraduate program will be determined by the undergraduate program.

Cost:

- Undergraduates accepted into AUMP will pay at the undergraduate rate for the approved AUMP courses they take while still an undergraduate.
- Upon full admission as a master's student applicable graduate tuition rates apply.

Graduate Student Expectations (G-9)

Graduate students enrolled at Western Oregon University are expected to conform to basic regulations and policies developed to govern the behavior of students as members of the university community. Violations of the regulations subject a student to appropriate disciplinary or judicial action. Refer to the Code of Student Responsibility for detailed expectations. Additional information regarding the regulations and procedures for disciplinary action and appeal are available via the Office of Student Conduct and Community Standards website.

Individual graduate programs may establish additional professional and ethical standards. Students are responsible for understanding and complying with these standards.

When program faculty determine that a student has not met established professional or ethical standards, the program is responsible for addressing the concern, which may include remediation or dismissal, in accordance with program and university policies. Matters involving potential Title IX violations are handled through the University's Title IX processes.

Graduation and Commencement (G-10)

A graduate student is considered to have graduated from WOU when the Office of the Registrar verifies that all university and program requirements have been satisfied. Graduation is conferred at the close of each academic term. Upon graduation, the student's academic record is closed.

Commencement exercises are held once annually in June.

Applying to Graduate (G-10a)

All graduate students must submit an online Application to Graduate. This application initiates the final degree evaluation process and must be submitted by the second Friday of the term in which they are applying to graduate. Specific deadlines are published in the University Academic Calendar.

Students who have completed more than half of their program requirements are eligible to apply to graduate.

Definitions: Graduation vs. Commencement (G-10b)

Graduation and commencement are not the same. A student graduates from WOU after applying to graduate and after the Office of the Registrar determines that all university academic requirements have been met. Students may graduate at the end of any academic term. Commencement is WOU's annual ceremony in June that recognizes students' completion of degrees.

Students who are eligible and wish to participate, must submit all required information by the deadline posted on the University Academic Calendar. Failure to submit the necessary information by published deadlines may result in the student's name not being included in the published Commencement program. Students receiving their specializations, endorsements or certificates only are not eligible to participate in Commencement. Commencement is held for graduate students receiving graduate degrees.

Degree Evaluation System (G-10c)

Degree Tracks is the official degree evaluation system for students and advisers. Students use this online system to check their progress toward their degree. For information on how to access and use Degree Tracks, see the Office of the Registrar website.

Resolve Incomplete Grades (G-10d)

All incomplete grades must be completed and the grades entered by the instructor, NO LATER than the end of the term graduation is planned or the default grade will be applied.

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

Commencement Attendance (G-10e)

Students are required to declare their intention to participate in June commencement according to the deadline specified on the Academic Calendar on the Office of the Registrar's website.

Students who have graduated in the previous summer, fall or winter terms are eligible to attend the Commencement ceremony. Students who have applied to graduate in spring, summer, or fall immediately following spring term may also participate in the ceremony.

Limitations on Special Arrangement "0" Courses (G-11)

A maximum of 15 credit hours of workshops, special arrangement and

practicum courses may be applied to a graduate degree program. These courses must be pre-approved by the appropriate adviser. Fifteen credit hours of 506, 606, 706, 507, 607, 707, 508, 608, 708, 509, 609, and 709 courses may be included in a program. Additionally, there is a limit of nine credit hours of any one number.

Minimum Registration (G-12)

Minimum Registration Requirement

Degree-seeking graduate students are required to register once per academic year until all degree requirements have been completed unless on an academic leave of absence. Graduate students involved in activities requiring any faculty time or library or use of other University resources are required to register for a minimum of one graduate credit during each term in which these activities occur. This includes students engaged in any phase or aspect of research, exit project, or thesis. A minimum of one graduate credit of registration is required any term (including summer) when students are completing a major milestone for the degree such as submission of a final project, thesis defense, taking comprehensive exams, and graduation. Individual graduate programs may have additional enrollment requirements relative to the amount of time required of the faculty or University resources.

Reenrollment

Any graduate student who does not enroll in courses for four consecutive terms will have their student status inactivated. To resume enrollment or have a degree, endorsement, specialization, or certificate awarded, the student must submit a re-enrollment application with adviser approval. Degree-seeking graduate students who fail to maintain continuous enrollment will be considered to have resigned from their program and must reapply for admission through the re-enrollment process. Readmission is not guaranteed and is subject to program review; programs may require submission of a new application for admission. Readmitted students must meet all current university and program admission requirements and are subject to the degree requirements in effect at the time of readmission.

- coursework (except for student teaching, internship, thesis, field study and/or professional project) will have a hold placed on registration until a petition has been submitted to Student Success & Advising and a remediation plan approved.

Academic Leave of Absence

Graduate students in good standing may request an Official Leave of Absence to suspend their program of study for a good cause (i.e. illness, temporary departure for employment, family issues, financial need, or personal circumstances). Students must submit a Leave of Absence form indicating which term(s) they intend to be on leave. Students may request more than one leave, but combined leaves cannot exceed six terms. The request must be reviewed and approved by the graduate program and submitted to Student Success & Advising for processing. Students who are granted Leave of Absence may not use university resources or faculty time. A leave of absence does not waive or extend the time limit for completion of a graduate program.

Non-Degree Student (G-13)

Students who are working toward a planned program of graduate study must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree. A maximum number of 15 credits of non-degree graduate coursework to be applied to an endorsement, certificate, specialization, and/or degree program.

- A student requesting a grade of incomplete and the course instructor issuing a grade of incomplete must both sign a contract that specifies:
    - The course assignments still need to be submitted to remove the incomplete grade.
    - A timeline for completion of course requirements.
    - A student who has a grade of incomplete in a course that is a prerequisite for a

Academic Progression Policy (G-14)

Graduate students are expected to maintain a minimum cumulative grade point average (GPA) of 3.0 to remain in good academic standing and to continue progressing toward degree completion.

A student whose cumulative GPA falls below 3.0 at the end of any academic term will be considered not in good academic standing. Following the first term in which the cumulative GPA drops below 3.0, the student will be notified and provided with information about available academic support resources and advising.

If a student's cumulative GPA remains below 3.0 for a subsequent term, the student will be subject to academic suspension.

Students who are academically suspended and wish to continue their studies must submit a formal petition for reinstatement. Approval of such petitions is not guaranteed and will be determined in accordance with program and institutional guidelines. If approved, reinstated students may be subject to specific conditions for continued enrollment.

Special Regulations Concerning Incomplete Grades (G-15)

See university regulation Incomplete Grades (W-2c)

- 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

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.

Transfer Credits (G-16)

Transfer credits are those taken pre-

admission to a graduate program at WOU or at another regionally accredited university.

Transfer credits, outside of a defined Accelerated Undergraduate Master's Pathway, must be documented with an official sealed transcript from a regionally accredited university, approved by the student's graduate program, and should be submitted early in the student's program to Student Success & Advising. Transfer credits are subject to approval by the graduate program.

Courses to be transferred must be graduate level. It is the responsibility of the student wishing to transfer the course to provide necessary documentation to satisfy WOU guidelines.

Graduate students must earn a minimum of 2/3 of the credits required for their graduate degree at WOU, after formal admission to the graduate degree program. Individual programs may have stricter limitations. Pre-admission and transfer credits for graduate degrees must meet the following requirements: must be a letter grade of B- or higher and must total no more than 1/3 of the required credits for a graduate degree. Eligible WOU credits applied toward a completed graduate certificate can be applied toward a subsequent graduate degree without counting toward the pre-admission limits.

A maximum of 15 credits of non-degree graduate coursework can be applied to an endorsement or degree program with adviser approval.

Master's Regulations

Time Limit to Complete Master's Degree (M-1)

All work toward a master's degree must be completed within seven years. Extensions of this time limit may be requested by submitting a Graduate Student Petition to Graduate Programs.

Doctoral Regulations

Time Limit to Complete Doctoral Degree (D-1)

All work toward an Occupational Therapy Doctoral degree must be completed within ten years. Extensions of this time limit may be requested by submitting a Graduate Student Petition to Graduate Programs.

Final Exit Requirements (D-2)

Final Exit Requirements (D-2a)

Students are required to complete an exit requirement as determined by the professional doctoral program to demonstrate candidates' preparation for advanced practice in the profession. The exit requirement is met by providing Graduate Programs with exit documentation.

Final Exit Form (D-2b)

Students in professional doctoral programs submit an original final document demonstrating original thinking and the ability to evaluate research in the field analytically. Students in professional doctoral programs are expected to follow the document formatting standards in their individual disciplines. Each committee member indicates approval of the student's final document by posting their decision on the Final Exit Form.

Undergraduate Regulations

Academic Regulations for Undergraduates (U-1)

Registrar Amy Clark
wou.edu/registrar

The Office of the Registrar is responsible for maintaining the integrity and accuracy of academic records including student enrollment, grades, transcripts and degrees; eligibility for veterans' benefits; and maintaining compliance with state and federal laws, particularly the Family Educational Rights and Privacy Act (FERPA).

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

Undergraduate regulations are applicable to undergraduate, post-baccalaureate and non-degree undergraduate students.

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

Academic Standing (U-2)

A student's academic standing is considered part of the academic record and is noted on the student transcript for each term. Academic standing is based solely on credits completed and grades received at Western Oregon University.

President's Honor Roll (U-2a)

To be eligible for this accomplishment for the term, an undergraduate student must complete at least 8 letter-graded hours, (graded A through D) and earn a grade-point average (GPA) of 4.00. A grade of NC precludes President's Honor Roll eligibility during the term in which those grades are received.

Dean's Honor Roll (U-2b)

To be eligible for this accomplishment for the term, an undergraduate student must complete at least 8 letter-graded hours, (graded A through D) and earn a grade-point average (GPA) of 3.50. A grade of NC precludes Dean's Honor Roll eligibility during the term in which those grades are received.

Good Standing (U-2c)

A student is in good standing and doing satisfactory work when a GPA of 2.00 or better is earned for the term.

Academic Warning (U-2d)

When a student's GPA in any term falls below 2.00, the student is put on academic warning and will be notified of any required steps, support, and resources. When the student's term and cumulative GPA improve to 2.00 or better, the student is returned to good standing.

Academic Support (U-2e)

If a student is on academic warning in one term and earns a GPA below 2.00 in the next term, the student is placed on academic support and will be notified of any required steps, support, and resources. When the student's term and cumulative GPA improve to 2.00 or better, the student is returned to good standing.

Academic Improvement (U-2f)

If a student's cumulative GPA is below 2.0 but their term GPA is 2.0 or higher, the student is placed on academic improvement and will be notified of any required steps, support, and resources. When the student's term and cumulative GPA improve to 2.00 or better, the student is returned to good standing. However, if the student's term GPA falls below 2.0, they are placed on academic suspension.

Academic Suspension (U-2g)

If a student is on academic support, academic improvement, or returning support and earns a GPA below 2.00 in the next term, the student will be suspended and required to take the term following suspension off from WOU, or Summer and Fall term if the suspension takes place at the conclusion of Spring term.

To be reinstated after mandatory time off, the student must complete a Request for Reinstatement with the Office of the Registrar. Students must request reinstatement no less than two weeks before the start of the term in which reinstatement is desired. Students may petition the Academic Standing Committee for an exception to the mandatory time off requirement. The committee's decision is final.

Subsequent Academic Suspension(s) (U-2h)

Students suspended a second time, at any point after the first suspension, are required to take a one-year (four terms) leave from the university; or complete a minimum of 24 transferable credits at a community college and earn a GPA of 2.5 or higher.

Students suspended more than twice are required to take at least a one-year (four terms) leave from the university.

Students may petition the Academic Standing Committee for an exception to the mandatory time off requirement. The committee's decision is final.

Returning Support (U-2i)

A student returning from academic suspension is placed on returning support and will be notified of any required steps, support, and resources during their first term of re-enrollment. When the student's term and

cumulative GPA improve to 2.00 or better, the student is returned to good standing. Otherwise, the student will be in Academic Improvement or Suspension as outlined above.

Bachelor's Degrees (U-3)

Several options exist for students interested in pursuing a WOU bachelor's degrees.

One Degree (U-3a)

Students may pursue one degree, by completing the baccalaureate requirements listed in the catalog. Students pursuing teaching licensure should be aware that requirements are established by the Oregon Teaching Standards and Practices Commission and are subject to change.

Subsequent Degree (U-3b)

Students may pursue a subsequent baccalaureate degree after previously earning a baccalaureate degree from WOU or another accredited institution. To do so, the student must complete the following requirements:

- Fulfill all major requirements for the subsequent degree, including a minimum of 36 additional undergraduate credit hours if the previous baccalaureate was from WOU. If the previous baccalaureate was from another accredited institution, then the student must earn a minimum of 45 additional undergraduate credit hours.
- At least 75 percent of the additional credit hours must be earned at WOU.
- All course credit earned toward the subsequent degree must be earned as letter-graded hours, (graded A through D), unless the course is only offered on a P/NC grading basis.
- Complete a unique program of study. Post-baccalaureate students are not eligible to complete subsequent degrees in programs of study that are the same as or that overlap significantly with previously earned majors, minors, certificates, or concentrations.
- Post-baccalaureate students are not eligible to graduate with honors.

Multiple Concurrent Degrees and Majors (U-3c)

Students may pursue multiple concurrent degrees and/or majors.

Multiple concurrent degrees are achieved when a student completes all university requirements including requirements for multiple unique majors that correspond with different degree types, for example, a Bachelor of Arts in Spanish and a Bachelor of Music in Music.

Multiple concurrent majors are achieved when a student completes all university requirements including multiple unique majors that exist under the same degree type, for example, a Bachelors of Science in Criminal Justice and Data Analytics.

Catalog Year (U-4)

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

This catalog lists requirements and policies in effect at the beginning of summer term for the academic year. Degree, program[i] and graduation requirements for a given catalog year are valid only for seven years.

- A catalog year for degree, general education, and program requirements is assigned to students according to their first term of enrollment.
- Degree Partnership[ii] students are assigned catalog year requirements according to their term of admission to the university.
- Students may choose a catalog year greater than their term of admission, but in no case shall a catalog year be more than seven years old.
- The assigned or chosen catalog year for university and general education requirements may differ from the catalog year assigned or chosen for major/concentration/minor/certificate requirements
- A WOU adviser may approve for a transfer student to utilize the catalog year for degree, general education, and/or program requirements that best serves the student, provided it is not older than the student's first term of enrollment at the regionally accredited college or university from which the student transferred to WOU.
- The catalog year of a major and any attached concentrations must be the same.
- At the time of declaration a concentration is assigned a catalog year identical to that of its corresponding major.
- In the event that the major catalog year is changed, any attached concentrations will consequently be updated to correspond with the major.
- A WOU adviser may approve a student to utilize a catalog year for minor and/or certificate requirements that differs from the catalog year of the student's major/concentration if it is in the best interest of the student to do so.
- The institution may find it necessary to make changes to courses, degree, general education, and/or program requirements. In the event that such changes affect students already enrolled, to the extent possible the institution will find reasonable accommodations to ensure continued progression towards degree completion.

[i] Programs consist of at minimum a major, but may also include concentration, minor, and/or certificates.

[ii] Degree Partnership refers to students enrolled in a specific partnership program agreed to by Western Oregon University and a partner college or university, in which the student is admitted and eligible to enroll at both institutions simultaneously.

Class Standing (U-5)

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

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

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

Non-degree student: A non-degree seeking student is a person who is qualified to enroll for classes at Western Oregon University (WOU), but is not seeking to earn a degree or other university credential for which formal admission to the university is required. The non-degree seeking status is specifically designed for the person who desires to take a very limited number of courses for purposes other than obtaining a degree or certificate at WOU.

Credit by Examination (U-6)

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

- Obtain the "credit by examination" form from the Office of the Registrar or website and complete the form indicating qualifications for the relevant course.
- Take the form to the appropriate division chair who will approve or reject the application. If rejected, the form will be returned to the Office of the Registrar for filing purposes. If approved, the chair will designate the examining instructor or instructors and the date and time for the examination.
- Pay the examination fee of $30 per credit at the Cashier's Office and return the form to the examining instructor. The fee is subject to change without notice.
- The examination may be verbal, written or performance variety or any combination. A score equivalent to a grade of A or B shall be interpreted as successful; the instructor shall notify the department chair of the examination score. The department chair shall return the completed form (with appropriate signatures) to the Registrar, who will notify the student. If the student has been successful, a grade of "P" will be entered on the student's record.
- A student who fails an exam may not re-apply for credit by examination for the same course.

Grading Standards (U-7)

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

A, A-	Excellent
B+, B, B-	Above Average
C+, C, C-	Average
D+, D	Below Average
*^F	Failure
P	Pass: Used in courses in which no letter grade is assigned.
S	Satisfactory: Summer 2022 thru Spring 2024, Satisfactory: Students had the option to take designated courses on a Satisfactory-No Credit basis; the satisfactory level to pass was defined as equivalent to a grade of C- or better. Prior to Summer 2022 students had the option to take elective courses on a Satisfactory-No Credit basis; the satisfactory level to pass is defined as equivalent to a grade of D- or better. (Elective courses are those that are not used to fulfill General Education, the bachelor's degree requirements, or the declared major and minor requirements.) The student must choose this option at registration and cannot reverse that decision.
I	Incomplete: An essential requirement of the course has not been completed for reasons acceptable to the instructor.
NC	No credit earned
W	Withdrawal from a course after the fourth week of the term.
AU	Audit

*Effective Academic Year 2024/25 the D- and F grades are no longer assigned to undergraduates. Undergraduates that do not meet course learning outcomes receive a NC grade. Refer to Grading System (W-2a).

^ Effective Academic Year 2026/27, undergraduates may choose to replace an NC with a grade of F in letter-graded courses. This request must be made within one term of receiving the original grade and prior to degree conferral. Once made the change is irrevocable. Refer to Grading System (W-2a).

Graduation and Commencement (U-8)

Applying to Graduate (U-8a)

Students who have achieved senior standing are eligible to apply for graduation. Post-baccalaureate students may apply at any time. It is recommended that students apply for graduation three terms ahead of the intended term of graduation. For specific deadlines, refer to the Academic Calendar on the Office of the Registrar's website.

The Application for Undergraduate Degree is submitted electronically to the Office of the Registrar. Once your application is submitted, you are responsible for informing the Office of the Registrar of any changes in your major/minor/concentration, intended graduation term, change in name or address and other graduation related information.

Definitions: Graduation vs. Commencement (U-8b)

Graduation and commencement are not the same. A student graduates from WOU after applying to graduate and after the Office of the Registrar determines that all university academic requirements have been met. Students may graduate at the end of any academic term. Upon graduation, a student's academic record is closed.

Commencement is WOU's annual ceremony in June that recognizes students' completion of degrees. Students who are eligible and wish to participate, must submit all required information by the deadline posted on the Office of the Registrar's online calendar. Failure to submit necessary information by published deadlines may result in the student's name not being included in the published Commencement program.

Degree Evaluation System (U-8c)

Degree Tracks is the official degree evaluation system for students and advisers. Students use this online system to check their progress toward their degree. For information on how to access and use Degree Works, see the Office of the Registrar website.

Honors Distinction (U-8d)

The faculty at WOU recognizes undergraduate student scholarship by conferring honors distinction at degree conferral to students who have earned a cumulative WOU grade-point average of 3.50 or better.

Graduates who have earned honors distinction and attend the Commencement ceremony are eligible to wear an honor cord at the ceremony. Pending graduates attending Commencement are eligible to wear an honor cord at the ceremony if they meet qualifications as of the end of the Winter Term immediately preceding the Commencement ceremony. Pending graduates will have their final grade-point average calculated and qualification for honors distinction officially determined when all coursework is completed and the degree is conferred.

Honors distinctions are noted on the transcript and diploma.

To qualify for the honors distinction, students must have earned 45 letter-graded hours, (graded A through D) from WOU. Honors distinctions are categorized as follows:

- cum laude for those students with a cumulative GPA between 3.50 and 3.64
- magna cum laude for a cumulative GPA between 3.65 and 3.79
- summa cum laude for a cumulative GPA between 3.80 and 4.00

Honors Program Graduates (U-8e)

Students who graduate from the Honors Program with at least a 3.25 cumulative WOU grade point average will have *in cursu honorum* printed on their diploma and *in cursu honorum* Honors Program will be noted on the transcript.

Resolve Incomplete Grades (U-8f)

All incomplete grades must be completed and the grades entered by the instructor, NO LATER than the end of the term graduation is planned or the default grade will be applied.

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

Transfer Credit (U-8g)

Students intending to transfer credits from other institutions to satisfy graduation requirements must request an official transcript be sent from those institutions to the WOU Office of the Registrar. The Office of the Registrar must receive the official transcripts prior to the completion deadline specified in the graduation status notice sent at the end of the term. Students transferring credits are still subject to the university's academic residency requirement which specifies the minimum number of credits that must be completed at WOU to earn a degree.

Commencement Attendance (U-8h)

Students are required to declare their intention to participate in June commencement according to the deadline specified on the Academic Calendar on the Office of the Registrar's website.

Students who have graduated in the previous summer, fall or winter terms are eligible to attend the Commencement ceremony. Students who have applied to graduate in spring or in the summer or fall term immediately following spring term may also participate in the ceremony.

Re-enrollment (U-9)

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

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

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

Repeated Courses (U-10)

Grades for Repeated Courses (U-10a)

Course descriptions provide specific information about courses that may be repeated and counted multiple times for credit and in the case of letter-graded (A through D) courses calculation in the student's GPA. If this is not mentioned in the course description, the course can only be counted once. Each instance of a repeated class and the grade received is included on the official transcript.

Repeatable courses have varying content or are intended to be repeated to facilitate mastery (e.g., music performance classes). They may be taken as many times or for as many credits as is allowed per the course description. Once the limit is exceeded the oldest class(es) is excluded in its entirety from earned credits and the GPA calculation if applicable. Repeatable courses do not qualify for grade replacement.

If a student chooses to repeat a non-repeatable course to improve their grade, only the most recent grade and credits will be used to calculate the student's GPA and earned hours, even if the earlier grade was higher.

Registration for Repeated Courses (U-10b)

Course descriptions provide specific information about courses that may be repeated and counted multiple times for credit and in the case of letter-graded (A through D) courses calculation in the student's GPA. If this is not mentioned in the course description, the course can only be counted once.

Be advised:

- Nonrepeatable courses taken on an audit or satisfactory-no credit basis may not be repeated for an A - D or Pass-No Credit grade.
- Only register for a previously completed nonrepeatable course if the previous grade earned is not sufficient to meet a program requirement.
- Only register for repeatable courses up to the maximum number of times or credits as allowed per the course description.
- Seek advisor input before registering for a previously completed course.
- Courses sometimes change titles, subject codes, and/or numbers. If the course content is equivalent to the old course, taking the course again under the new title, subject, or number is repeating the course, and repeat regulations will apply. Consult the department and your advisor about course changes that may impact you.
- Students who receive federal financial aid and retake a course, may find that it reduces their financial aid package. Contact the WOU Financial Aid Office for assistance before registering for a repeat course.

Undergraduates Taking Graduate Course (U-11)

Undergraduate students within 12 quarter hours of completing all requirements for the bachelor's degree, but not including student teaching, may petition to enroll in up to 12 credit hours of graduate courses numbered 500-599. These courses can be reserved for later use in a graduate degree program. Undergraduate students cannot register for any 600-699 courses. Petition forms to reserve graduate courses are available from the Office of the Registrar. Refer to the Accelerated Undergraduate to Masters Pathway (AUMP) program for alternate means of earning graduate credit while completing your undergraduate degree.

Satisfactory/No Credit Grade Mode (U-12)

From Summer 2022 through Spring 2024, undergraduate students were able to elect to take designated courses on a Satisfactory/No Credit (S/NC) basis. During this period, S/NC grading operated as follows:

- A grade of S applied towards general education and elective requirements.
- Programs determined which, if any, requirements in their major, minor, concentration, and/or certificate would be fulfilled with a grade of S.
    - Each major, minor, concentration, and/or certificate had a notation regarding the use of S grades in meeting requirements for that program.
- Students were required to elect the S/NC grade mode by Friday week 7 of the term, with an equivalent deadline for Summer term sessions.

- A grade of C- or higher was equivalent to a grade of S.
- A grade below C- was equivalent to a grade of NC, which does not fulfill any requirements.
- Only 36 credits, with a grade of S, could be applied towards requirements.

Transfer Credit (U-13)

Course Articulation (U-13a)

Course articulation is the process by which the institution compares the content of WOU courses with the content of courses from other institutions for the purpose of awarding credit at WOU.

Equivalent to a WOU course

A sufficiently aligned eligible transfer course will be articulated to a WOU course. Transfer courses that are equivalent to WOU courses will, with the exception of possible limitations*, apply to requirements in the same manner as WOU courses.

**See Limitations U-13d*

Not Equivalent to a WOU course

General credit is given for eligible transfer courses without a WOU equivalent. General Credit is denoted by course numbers ending in 'XX'. Applicability of courses without a WOU equivalency varies. Consult your advisor.

Equivalency Determinations

Lower-division transfer equivalencies are evaluated by the Office of the Registrar upon receipt of an official transcript from an eligible institution. As needed, the office will consult divisions/departments, the General Education Committee, or other content area experts to determine appropriate equivalencies.

Upper-division transfer equivalency decisions are made by division and department chairs in consultation with faculty content experts in their unit.

General Education

A transfer course that is equivalent to a WOU course is applied towards general education requirements in the same manner as the WOU course.

A transfer course without a WOU equivalency may apply to a general education requirement if the General Education Director, in consultation as needed with the General Education Committee (G.E.C.), determines that the course outcomes align to a particular general education outcome. Many non-equivalent transfer courses have been reviewed and approved by the G.E.C. Those courses automatically apply to the appropriate requirement. Students may request a review of their non-equivalent transfer course(s) by the director (see Requesting an Articulation Assessment).

Requesting an Articulation Assessment

Students may request a review of the current articulation of their transfer course. Requests for review must be made within one term of the articulation being posted to a student's record.

When general elective credit is granted a student may request that course be reviewed to determine if it is equivalent to a WOU course and/or for the course to complete a General Education requirement. If the eligible transfer course is equivalent to a WOU course, a student may request that it be reviewed as a potential equivalent to a different WOU course.

Be prepared to provide as much information as possible about the transfer course, such as a course description and/or syllabus.

To request that an articulated transfer course be considered for a different articulation email the Office of the Registrar (registrar@mail.wou.edu). Provide your student ID number, the name of the transfer institution, the transfer course, and the current equivalent. Explain what equivalent you are seeking and why. If available, provide the course description and/or syllabus for review. The office will review the materials and consult faculty as needed to make a determination. The decision is final.

To request that an eligible non-equivalent transfer course apply towards a general education requirement. submit an online petition (https://wou.edu/gened/gened-resources/) to the General Education Committee (G.E.C.). The G.E.C. 's decision is final.

Oregon Standard Articulations

In accordance with Oregon state law WOU honors articulations established through statute at the state level. This includes adhering to common course numbering requirements, major transfer maps, and core transfer maps.

Credits (U-13b)

Quarter Credit System

Western Oregon University operates on the term or quarter system. One quarter hour represents approximately 50 minutes of classwork per week during a 10-week term. Fall, winter, and spring terms are approximately 10 weeks long, followed by a one-week period of examination. Summer term includes a variety of session lengths.

Transfer credits from eligible institutions that are also on a term/quarter system articulate on a one-to-one credit basis.

Semester to Quarter Calculation

Transfer credits from eligible institutions that operate on a semester system are converted to quarter credits by multiplying the number of credits awarded at the semester institution by 1.5.

Any Other Unaligned Credit

Upon conversion to the quarter system, the total credits earned are granted for all eligible transfer courses.

Any eligible equivalent transfer courses in which the credit earned exceeds the number of credits of the WOU equivalent course are granted credit for the equivalent course, and the excess credits are granted as general credit denoted by course numbers ending in 'XX'.

Eligible equivalent transfer courses in which the credits earned are less than

the WOU equivalent course are only granted the credit earned at the transfer institution. The equivalency may still apply to requirements; however, this may lead to a credit deficiency in areas that have minimum credit requirements. Consult your advisor.

Eligibility (U-13c)

Credit from Regionally Accredited Institutions

Transfer credit is granted for courses completed at regionally accredited institutions*.

**See Limitations U-13d*

Credit from Unaccredited Institutions

No transfer credit is granted at entrance for work at unaccredited institutions. After completing one year or 45 credits with a 2.0 or better GPA at WOU, credit earned at unaccredited institutions may be reviewed to determine what, if any, will be allowed for credit by petition through the Office of the Registrar.

Official Transcripts

An official transcript is required to seek transfer credit; unofficial transcripts are not acceptable. Submit the official transcript to the Office of the Registrar for evaluation. Official transcripts must be delivered directly from the transfer institution to WOU. The office will accept hand delivery of an official transcript in a sealed envelope that has not been opened.

Official transcripts must be submitted for all post-secondary institutions that a student has attended.

Student Level

Articulations are completed by the Office of the Registrar for undergraduate students. Transfer credits are not articulated for post-baccalaureate students.

Graduate student transfer credit is articulated by the Graduate Programs Office in accordance with graduate regulations.

Course Level

Only collegiate level courses will be considered for articulation. Oregon public institutions define collegiate level as 100 or above.

Limitations (U-13d)

Community College Credit

A cumulative 124 quarter credit hours of eligible transfer courses are accepted from community colleges.

Vocational-Technical and Career Technical Education

A maximum combined 24 quarter credit hours of eligible vocational-technical and career-technical coursework may be accepted as elective credit toward part of the 124 allowed hours.

Upper-division Credit

Lower-division credit earned at a community college does not count as upper-division credit. A lower-division eligible transfer course from a community college that is equivalent to a WOU upper-division course will not apply towards any upper-division requirements. Consult your advisor.

WOU Academic Residency

Western Oregon University only issues degrees to students who have completed a sufficient number of credits in residence at WOU*. Undergraduates are advised to only enroll in WOU classes when completing their final 45 credit hours unless they have already completed 150 or more credits in residence at WOU*. Consult your advisor.

**See University Graduation Requirements . Note, that there may be program specific exceptions.*

Exclusions

WOU does not recognize other institutions' academic forgiveness policies.

Repeated Courses

Eligible transfer courses that are repeated, at the transfer institution or a combination of WOU and a transfer institution, are included and excluded in the earned, attempted, and GPA hours in compliance with the most recent repeat rule in effect for the WOU equivalent course.

In the instance of a course for which WOU does not allow students to repeat and earn credit for the same course twice, the most recent course taken (WOU or eligible transfer course) is included in earned and GPA hours; all others are excluded from earned and GPA hours.

In the instance of a course for which WOU allows students to repeat a course for credit, the most recent courses taken (WOU or eligible transfer course) will be included in earned and GPA hours* until the limit is reached. Courses taken in excess of the maximum allowed are excluded from earned and GPA hours.

All repeated courses (WOU and/or eligible transfer course) count in attempted hours.

**Credits are included or excluded at the course level. Credits are not split.*

Other Types of Credit (U-13e)

Military

Any student receiving GI Bill® education benefits while attending Western Oregon University is required to obtain transcripts from military training and submit them for evaluation of prior credit.

American Council on Education (A.C.E)

Upon submission of official documentation, credit endorsed by A.C.E. will be evaluated to determine if equivalent or general credit may be awarded.

Other

Learning completed through various other online forums are not transferable unless they are transcribed at a regionally accredited institution*.

**See Eligibility (U-13c) requirements.*

Standardized Exams (U-13f)

Students who receive qualifying scores in certain standardized exams may, upon admission, be granted credit toward a baccalaureate degree. Exam-based credit is subject to exclusion under the institutional repeat regulation.

No letter grades (A, B, C, D) will be assigned to credit granted on the basis of an exam.

WOU will grant credit for Advanced Placement exam scores of 3, 4 and 5. Official test scores should be sent from the College Board to the Office of the Registrar at WOU. The amount of credit will vary from subject to subject.

Advanced Placement Credit

ADVANCED PLACEMENT CREDIT			
Course	Score	Credits Awarded	WOU equivalent(s)
AP Research	3+	4	XFER 1XX
AP Seminar	3+	4	XFER 1XX
Art History	3	4	A 1XX
	4+	8	A 204, A 205 , A 206
Art Studio	3	4	A 1XX
	4+	4	A 130
Art Studio 2-D Design	3	4	A 1XX
	4+	4	A 115
Art Studio 3-D Design	3	4	A 1XX
	4+	4	A 116
Biology	3	12	BI 101, BI 102, BI 103
	4+	12	BI 221Z, BI 222Z, BI 223Z
Calculus AB	3	4	MTH 251Z
	4+	8	MTH 251Z, MTH 252Z
Calculus BC	3	8	MTH 251Z, MTH 252Z
	4+	12	MTH 251Z, MTH 252Z, MTH 253Z
Chemistry	3	12	CH 104Z, CH 105, CH 106
	4+	15	BI 221Z, CH 222Z, CH 223Z
Chinese	3+	12	ML 101, ML 102, ML 103
Comparative Government & Politics	3	4	PS 1XX
	4+	4	PS 204

ADVANCED PLACEMENT CREDIT			
Course	Score	Credits Awarded	WOU equivalent(s)
Computer Science A	3	4	CS 160
	4+	8	CS 160, CS 161
Computer Science Principles	3+	4	CS 160
English Language and Composition	3+	4	WR 121Z
English Literature and Composition	3+	4	LIT 102
Environmental Science	3+	4	ES 106
French	3+	12	FR 103, FR 201, FR 202
German	3+	12	GL 103, GL 201, GL 202
Government & Politics: US	3	4	PS 1XX
	4+	4	PS 201
History: European	3	4	HST 1XX
	4+	8	HST 105, HST 106
History: US	3	4	HST 201Z
	4+	8	HST 201Z, HST 202Z
History: World	3	4	HST 105
	4+	8	HST 105, HST 106
Human Geography	3+	4	GEOG 107
Japanese	3+	12	ML 101, ML 102, ML 103
Macro Economics	3+	4	EC 201Z
Micro Economics	3+	4	EC 202Z
Music Theory	3	3	MUS 111
	4+	6	MUS 111, MUS 112
Physics 1	3	4	PH 1XX
	4+	8	PH 201, PH 202
Physics 2	3	4	PH 1XX
	4+	8	PH 203, 2XX

ADVANCED PLACEMENT CREDIT			
Course	Score	Credits Awarded	WOU equivalent(s)
Physics C: Electricity and Magnetism	3	4	PH 1XX
	4+	4	PH 213
Physics C: Mechanics	3	4	PH 1XX
	4+	4	PH 211
Psychology	3+	4	PSY 201Z
Spanish	3+	12	SPAN 103 , SPAN 201, SPAN 202
Spanish Literature	3+	4	SPAN 202
Statistics	3+	4	STAT 243Z
Studio Art Drawing	3	4	A 1XX
	4+	4	A 130

American Chemical Society Organic Chemistry Exam

Students who receive a grade of C or better in each 200-level course of an organic chemistry sequence at a Oregon public community college and who also score at or above the 50th percentile on the American Chemical Society national organic chemistry exam, may have upper-division organic chemistry requirements in their major waived. Official transcripts and an official letter from the community college should be sent from the community college to the Office of the Registrar at WOU.

College Level Equivalency Program (CLEP)

WOU will grant credit for Course Level Equivalency Program (CLEP) exams. The minimum exam score requirement varies by subject; see the scoring table for details. Official test scores should be sent from the College Board to the Office of the Registrar at WOU.

CLEP Scoring Table

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	LIT 250 and LIT 2XX
Analyzing and Interpreting Literature*	50-65	4	LIT 102
	66+	8	LIT 101 and LIT 102
English Literature (requires passing essay section)	55+	12	LIT 240 and LIT 2XX
English Composition with essay	50	4	WR 121Z
Freshmen College Composition	50	4	WR 121Z

COLLEGE LEVEL EQUIVALENCY (CLEP) SCORING TABLE			
Exam	Score	Credits	Course
Humanities*	50	4	LIT 102
French	50	12	FR 101, FR 102, FR 103
French	60	12	FR 201, FR 202, FR 203
German	50	12	GL 103, GL 102, GL 103
German	60	12	GL 201, GL 202, GL 203
Spanish	50	12	SPAN 101Z, SPAN 102Z, SPAN 103Z
Spanish	63	12	SPAN 201, SPAN 202, SPAN 203
American Government	50	4	PS 201
Introduction to Psychology	50	4	PSY 201Z
Principles of Macroeconomics^	60	4	EC 202Z
Principles of Management	50	4.5	BA 2XX
Principles of Marketing	50	4.5	BA 2XX
Principles of Microeconomics^	60	4	EC 201Z
Biology	50	10	BI 101 and BI 102
Chemistry	50	10	CH 221Z and CH 222Z
Natural Sciences	50	5	Science elective
College Algebra	50	4	MTH 111Z
College Mathematics	50	4	MTH 1XX
Precalculus	50	4	MTH 111Z, MTH 112Z
Calculus	50	4	MTH 251Z

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 201Z or EC 202Z as a prerequisite).

To find out more, go to https://clep.collegeboard.org/.

GCE Examinations

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, A 115
Business Studies	3	BA 101Z
Biology	15	BI 101, BI 102, BI 103
Chemistry	12	CH 104, CH 105, CH 106
Classical Studies	4	HST 1XX
Computing	8	CS 161, CS 162
Economics	12	EC 200, EC 201Z, EC 201Z
English Literature	12	LIT 101, LIT 102
French	12	FR 101, FR 102, FR 103
Geography	8	SUST 201, SUST 101
German	12	GL 101, GL 102, GL 103
History	12	HST 104, HST 105, HST 106
Language and Literature	4	LIT 101
Mathematics	8	MTH 241, STAT 243Z
Further Math	8	MTH 251Z, MTH 252Z
Music	6	MUS 111
Physical Education	4	PE 2XX
Physics	12	PH 201, PH 202, PH 203
Exam	Credits	Course
Psychology	8	PSY 201Z , PSY 202Z
Sociology	9	SOC 206Z
Spanish	12	SPAN 101Z, SPAN 102Z, SPAN 103Z
Thinking Skills	3	PHL 103

For content-specific documentation, go online to ocr.org.uk/qualifications/.

WOU will grant credit for International Baccalaureate (IB) exam scores of 4 or higher. Official test scores should be sent from the International Baccalaureate organization to the Office of the Registrar at WOU. The amount of credit will vary from subject to subject.

I.B. Credit Guidelines

WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES					
	Score	**Standard Level Exam**		**High Level Exam**	
IB Certificate Course		WOU Course	Credits	WOU Course	Credits
Biology	4	BI 102	4	BI 101, BI 102, BI 103	12
	5 or higher	BI 221Z	4	BI 221Z, BI 222Z, BI 223Z	12
Business	4 or higher	BA 101Z	3	BA 101Z	3
Chemistry	4	CH 221Z	5	CH 221Z, CH 222Z, CH 1XX	14
	5 or higher	CH 221Z, CH 222Z	10	CH 221Z, CH 222Z, CH 223Z	15
Classical Languages	4	ML 1XX	4		
	5 or higher	ML 1XX	4	ML 101, ML 102, ML 103	12
Computer Science	4 or higher	CS 122	4	CS 122, CS 160	8
Dance/Performing Arts	4	D 1XX	3	D 1XX	3
	5 or higher	D 251	3	D 251, 2XX	6
Economics	4 or higher	EC 200	4	EC 201Z,EC 202Z	8
Environmental Systems & Societies	4	ES 106	4		
	5 or higher	BI 370	4		
Film Studies	4	TA 1XX	3		6
	5 or higher	TA 112	3	TA 112, 1XX	6
Geography	4		4		4
	5 or higher		4		8
Global Politics	4	PS 2XX	4		12

WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES					
	Score	**Standard Level Exam**		**High Level Exam**	
	5 or higher	PS 203	4	PS 203, PS 2XX	12
Health/Human Physiology	5 or higher	BI 102 or BI 221Z	4	BI 102, BI 103	8
History	4	HST 1XX	4		
	5 or higher	HST 104	4		
History: Europe	4	HST 1XX	4	HST 1XX	4
	5 or higher	HST 104	4	HST 104, HST 105	8
History: US	4	HST 2XX	4		
	5 or higher	HST 2XX	4	HST 201Z, HST 202Z	8
History: Asia	4	HST 1XX	4		
	5 or higher	HST 1XX	4	HST 105, HST 106	8
History: Africa/Middle East	4	HST 1XX	4		
	5 or higher	HST 1XX	4	HST 105, HST 106	8
Info Tech in a Global Society	4 or higher	CS 101	3	CS 101, CS 122	7
Language A (English)	4	WR 1XX	4		
	5 or higher	WR 121Z	4	WR 121Z , WR 122Z, LIT 102	12
Language A & B (other than English)	4	ML 1XX	4		
	5 or higher	ML 101	4	ML 101, ML 102, ML 103	12
French A & B	4	FR 1XX	4		
	5 or higher	FR 101	4	FR 101, FR 102, FR 103	12
	Score	**Standard Level Exam**		**High Level Exam**	
	5 or higher	GL 101	4	GL 101, GL 102, GL 103	12
Spanish A & B	4	SPAN 1XX	4		

WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES					
	Score	**Standard Level Exam**		**High Level Exam**	
	5 or higher	SPAN 101Z	4	SPAN 101Z, SPAN 102Z, SPAN 103Z	12
Literature A (English)	4	LIT 1XX	4		
	5 or higher		4		8
Literature A (other than English)	4 or higher	ML 1XX	4	ML 1XX, 1XX, 1XX	12
Literature & Performance (English)	4	TA 1XX	4		
	5 or higher	TA 110 , TA 1XX	4		
Literature & Performance (Spanish & French)	4 or higher	ML 1XX	4		
Marine Science	5 or higher	BI 1XX	4		
Mathematics	4 or higher	MTH 112Z	4	MTH 112Z, MTH 251Z,MTH 252Z	12
Math Studies	4 or higher	MTH 105Z	4		
Mathematics: Further Mathematics	4 or higher			MTH by Arrangement	12
Mathematics: Analysis & Approaches	4 or higher	MTH 251Z	4	MTH 251Z, MTH 252Z, MTH 2XX	12
Mathematics: Application & Interpretation	4 or higher	MTH 105Z	4	MTH 111Z, MTH 112Z,STAT 243Z	12
Music	4	MUS 1XX	3		
	5 or higher	MUS 111	3	MUS 112	3
Philosophy	4	PHL 1XX	4		
	5 or higher	PHL 101	4	PHL 101, PHL 102	8
Physics	4 or higher	PH 2XX	4	PH 201, PH 202, PH 203	12
Political Science	4	PS 2XX	4		
	5 or higher	PS 201	4	PS 201, PS 202	8
Psychology	4	PSY 1XX	4		8

WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES					
	Score	**Standard Level Exam**		**High Level Exam**	
	5 or higher	PSY 201Z	4	PSY 201Z, PSY 202Z	8
Religion	4 or higher	PHL 1XX	3		
Social Anthropology	4	ANTH 2XX	4		
	5 or higher	ANTH 216	4	ANTH 216	4
Sports, Exercise & Human Health	4 or higher	BI 134	4	BI 134, BI 135	8
Theatre Arts	4	TA 1XX	4		
	5 or higher	TA 110	4	TA 110	4
Visual Arts	4	A 1XX	2	A 1XX	2
	5 or higher	A 100	2	A 100, 1XX	6

Transfer Agreements (U-13g)

Oregon Transfer Agreements

Transfer students entering WOU who have earned either an Associate of Arts Oregon Transfer degree (AAOT) from an Oregon community college under the May 1988 transfer agreement or an Associate of Science Transfer degree (ASOT) from an Oregon community college under the April 2003 transfer agreement, will be considered as having met WOU's General Education requirements. For purposes of course registration only, students holding an AAOT or ASOT will be considered to have junior standing. The following degrees in the state of Oregon meet WOU's General Education requirements:

Institution	Degree
Any Oregon Community College	• Associate of Arts Oregon Transfer (AAOT)
Any Oregon Community College	• Associate of Science Transfer (ASOT)
Chemeketa Community College	• Associate of Science from Chemeketa Community College
Linn-Benton Community College	• Associate of Science in Human Development and Family Studies • Associate of Science from Linn-Benton Community College
Mt. Hood Community College	• Associate of Science from Mt. Hood Community College

Other Oregon Transfer Agreements

Students who have earned the Oregon Transfer Module (OTM) will meet all WOU General Education requirements with the exception of Integrating Knowledge (2 courses, 6-8 credits). A notation verifying that the Associate degree meets the Oregon Transfer Degree requirements or Oregon Transfer Module requirements must be included on the student's official transcript.

A Major Transfer Map (MTM) agreement stipulates that upon successful completion, the student receives credit towards major requirements that will set their standing as a junior in their major. The MTM does not clear general education requirements or guarantee the student has earned sufficient credits to be considered a junior at the institutional level, which requires a minimum of 90 earned credit hours.

A Core Transfer Map (CTM) agreement stipulates that upon successful completion, the student is guaranteed to have 30 credits of the

CTM applied toward their general education requirements.

Transfer Degrees from Other States

Students from designated states who have earned specific transfer degrees will be considered as having met WOU's General Education requirements. The transfer degrees are as follows:

State	Degree & Institution
Arizona	• Associate of Arts in Liberal Arts from Pima Community College • Associate of Arts in American Sign Language and Interpreting Studies from Coconino Community College • Associate of Arts from Chandler-Gilbert Community College • Associate of Arts from Central Arizona College • Associate of Science from Central Arizona College • Associate of Business from Central Arizona College • Associate of Arts in Social Work from Tohono O'odham Community College
California	• Intersegmental General Education Transfer Curriculum (IGETC) • California State University General Education (CSU GE) • Associate of Arts for Transfer in Elementary Teacher Education from Fresno City College
Colorado	• Associate of Arts in Statewide Transfer Major from Community College of Denver
Florida	• Associate of Arts in Business Administration from Hillsborough Community College • General Education Associate of Arts from Florida State College Jacksonville • General Education Associate of Arts from Hillsborough Community College • General Education Associate of Arts from St. Petersburg College • Associate of Arts from St. Johns River State College • Associate of Arts from Santa Fe Community College
Georgia	• Associate of Arts in Psychology from South Georgia State College
Hawaii	• Articulated Associates of Arts from University of Hawaii
Idaho	• Associate of Science from Idaho State University
Illinois	• Associate of Science from Moraine Valley Community College
Maine	• Associate of Science in Exercise Science from Central Maine Community College
New Mexico	• Associate of Arts in Sociology from Central New Mexico Community College
Utah	• Associate of Science in General Studies from Weber State University
Washington	• Direct Transfer Agreement (DTA)
Wyoming	• Associate of Arts in American Sign Language from Casper Community College

Students with an associate degree not listed here may petition the General Education Committee to have their degree reviewed to determine completion of General Education requirements. To initiate the petition process, go online to wou.edu/gened/petitions.

Transfer Grades (U-13h)

Pass/No Credit, Satisfactory/Unsatisfactory, and Emergency Grades

- Audits, withdrawals, remedial, and zero-credit corequisites will not be evaluated for credit.
- Incomplete grades and work in progress will also not be evaluated.
- Failing grades will be articulated and counted as attempted credit.
- Pass/No Pass, and Satisfactory/Unsatisfactory coursework will be evaluated for credit.
- The minimum equivalent letter grade for a S/U class must be C- or higher to be granted credit.
- P/NC and S/U graded classes do not automatically satisfy prerequisites or General Education requirements. Appeals may be made on a case by case basis with the student's major advisor, General Education Committee, or specific course instructors.

Letter Grades

Letter grades earned at an eligible transfer institution are assigned to the transfer equivalency, with the exception of grades that are not valid at WOU. WOU does not issue A+ grades;a grade of A+ is articulated to a grade of A.

Transfer Policies Specific to General Education (U-13i)

- Only courses with a letter prefix and numbered 100-level or above may be used to meet General Education requirements, graduation requirements, major or minor requirements. Grading must be on an A-F basis as opposed to pass/no credit or satisfactory/no credit basis (with the exception of PE activity courses).
- Students who have earned an Associate of Arts or Associate of Science in Business Oregon Transfer degree from an Oregon community college will be considered to have met WOU's General Education requirements. The requirements of the Oregon Transfer degree 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 transcripts by the community college awarding the degree.
- Students who have earned the California Intersegmental General Education Transfer Curriculum, California State University Transfer Degree, Hawaii Articulated Associate of Arts degree or Washington Direct Transfer Degree will be considered to have met WOU's General Education requirements.
- The lower-division general education requirements included with the Associate of Arts Oregon Transfer degree are 55 to 63 quarter credit hours. The lower-division general education requirements included with the Associate of Science in Business Oregon Transfer Degree are 62 to 65 quarter credit hours. These credit hours will be directly applied toward satisfying the General Education requirements. The remaining credit hours included within the degrees will be applied toward the satisfaction of basic graduation requirements, lower-division major, minor or elective requirements as noted in this catalog or in consultation with the appropriate division chair.
- Advanced Placement (AP), College Level Examination Program (CLEP) and International Baccalaureate (IB) exams with sufficiently high scores do satisfy specific General Education requirements. Contact the Office of the Registrar for more information.
- These policies do not preclude case-by-case negotiation with appropriate division chairs, or in the case of General Education requirements, the General Education director. For example, although WOU does not offer journalism courses, a journalism course at another institution might count toward a writing (or other) major if the Humanities Division chair is convinced of sufficient overlap in course content and skill level.
- Students who have completed a baccalaureate degree and are pursuing a second baccalaureate degree from WOU will be considered to have met WOU's General Education requirements.
- Students completing the Oregon Transfer Compass Core Transfer map will fulfill their Foundations: WR 121, Foundations Mathematics, and Exploring Knowledge requirements for General Education.
- Students transferring in with 30 or more credits of college-level coursework (not including Advanced Placement or International Baccalaureate) will have their First Year Seminar requirement waived.
- A course that is transferred in and articulates as a course in the WOU General Education program will meet the same General Education requirement as that course. Students may petition the General Education program to allow transfer courses that do not articulate as WOU courses to meet General Education requirements. To submit a petition, go online to wou.edu/gened/petitions-form.
- Students entering WOU who are lacking a single course needed to complete an approved Transfer Degree may petition the General Education committee to complete the transfer degree at WOU by taking an equivalent course or an Integrating Knowledge

course. Students with more than one course remaining in a transfer degree are not eligible to request this exception.
- Students entering WOU who are lacking a single requirement (more than one course) to complete an approved Transfer Degree may petition the General Education committee to complete the transfer degree at WOU by taking an equivalent course and an Integrating Knowledge course or both Integrating Knowledge courses. Students with more than one requirement remaining in a transfer degree are not eligible to request this exception.

Graduate Degree Requirements

Program Objectives

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

The graduate faculty consists of the president and vice president of academic affairs of WOU, the academic deans, the colleges' graduate faculty coordinators, and members of the faculty who have been named by their divisions and approved by the Director of Graduate Studies.

Each graduate student at WOU is expected to meet the following objectives pertinent to their specific graduate program:

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

Master's Degree Programs

GENERAL REQUIREMENTS

1. A minimum of 45 credits.
2. 50 percent or higher of graduate courses in the 600 level.
3. No more than 9 credits of blanket-numbered courses, other than thesis, may be applied to the minimum of 45-credit master's degree.
4. Completion of 2/3 at Western Oregon University.
5. A minimum of a 3.0 cumulative GPA.
6. A final exit form is required.

Graduate Major

A graduate major is the area of academic specialization in which the student chooses to qualify for a graduate degree. Upon completion of a master's degree, the degree awarded and the graduate major are listed on the student's transcript. Find a list of descriptions of graduate program offerings in the catalog.

Graduate Area of Focus

A graduate area of focus is a subdivision of a major in which a strong graduate program is available. Areas of focus are not listed on a student's transcript.

Doctoral Degrees

GENERAL REQUIREMENTS

Usually requires three years or more of graduate-level coursework level requiring an original research thesis or project. Professional doctoral degrees with an emphasis on the application of knowledge in the field normally require three or more years of carefully prescribed graduate-level coursework.

1. A minimum of 81 credits.
2. 50 percent or higher of graduate courses in the 700 level.
3. Completion of 2/3 at Western Oregon University.
4. A minimum of a 3.0 cumulative GPA.
5. A final exit form is required.

Graduate Certificate Requirements

GENERAL REQUIREMENTS

The Graduate Certificate Program at Western Oregon University is a structured progression of graduate-level courses that constitute a coherent body of study with a defined focus within a single discipline or a logical combination of disciplines. It is designed for a student who has completed a baccalaureate degree and is in pursuit of advanced-level learning. Graduate certificates reflect the educational mission of the university. Students desiring a graduate certificate must be admitted to the university as a credential-seeking graduate student. There is no formal committee requirement for graduate certificates. Certificate students are subject to all general policies governing the courses for the master's degree, unless specified within the Graduate Catalog.

GRADUATE CERTIFICATE STUDY PROGRAM

The graduate certificate curriculum

consists of a minimum of 12 graduate credits. No final examination or exit project is required.

FINANCIAL AID ELIGIBILITY

Students enrolled in graduate certificate programs with 27 or more credits may qualify for federal loans and work-study financial aid. Students must complete the federal FAFSA form to begin the financial aid application process.

Baccalaureate Requirements

Undergraduate Learning Outcomes

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

Written Communication
Quantitative Literacy
Diversity & Global Learning
Inquiry & Analysis
Integrative Learning

Students develop knowledge, skills and capacities through breadth and depth of a liberal education. Whatever their course of study, undergraduates can expect opportunities to work on at least one of these undergraduate learning outcomes in any WOU course they take and to graduate with competency in all of them.

As all undergraduates take part in the general education program, the alignment of the general education learning outcomes to the undergraduate learning outcomes allows undergraduates to grow in their experience with these skills. Careful contextual alignment of major and minor programs to undergraduate learning outcomes allows students to further build and enhance their skills as they grow in a discipline.

General Education Learning Outcomes:

Intellectual foundations and breadth of exposure: Put into practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning. Aligns to Written Communication and Quantitative Literacy

Critical thinking: Demonstrate the ability to evaluate information and develop well-reasoned and evidence-based conclusions. Aligns to Inquiry & Analysis.

Citizenship: Articulate the challenges, responsibilities, and privileges of belonging in a complex, diverse, interconnected world. Aligns to Diversity & Global Learning

Multidisciplinary learning: Integrate knowledge, perspectives, and strategies across disciplines to answer questions and solve problems. Aligns to Integrative Learning

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

Degrees

The Baccalaureate Degrees at WOU have all been arranged by the academic programs to appropriately communicate the educational emphasis of the major. Each program has identified the appropriate requirements to both meet this emphasis and provide the requisite knowledge and skills associated with the course of study.

Bachelor of Applied Science (B.A.S.)

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

B.A.S. degrees are presently offered in computer science, criminal justice, early childhood studies (non-licensure), economics, gerontology: aging and older adulthood, information systems, and professional studies in the deaf community.

See the B.A.S. General Education requirement information.

Eligibility for the B.A.S. Baccalaureate Degree Program

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

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

Academic Advising

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

Baccalaureate Degrees (B.A., B.F.A., B.M., and B.S.)

Bachelor of Arts

A B.A. program is one where the emphasis is on educational breadth. Programs with Bachelor of Arts requirements provide students with an education that is organized around a relevant field, but covers a broad range of content, subfields, theories, tools and/or methods.

Bachelor of Science

A B.S. program is one where the emphasis is on educational specialization. Programs with Bachelor of Science requirements provide students with a more academically or professionally focused education, that covers a targeted range of content, subfields, theories, tools and/or methods. B.S requirements are often tailored to a specific set of preparations or professional accrediting standards.

Bachelor of Fine Arts

A B.F.A. program is one where the emphasis is on the specific practice and skills needed to prepare for a professional career in the visual and performing arts. Programs with Bachelor of Fine Arts requirements feature a significant component of studio time as an element of study.

Bachelor of Music

A B.M. program is one where the emphasis on the specific practice and skills needed to prepare for a professional music career. Programs with Bachelor of Music requirements include a course of study that builds toward proficiency in an applied music field.

Concentration and Focus

A *concentration* is an optional or required set of courses within a major that constitutes a sub-specialty within the discipline. In practice, sub-specialties have a minimum of 12 credits. A concentration is noted on your transcript when your degree is awarded.

A *focus* is an optional or required set of courses within a major that constitutes a sub-specialty within the discipline. A focus is not noted on your transcript when your degree is awarded.

Certificates & Minors

Certificates enable students to learn specific skills or knowledge, and are often career-focused in intent. Students should consult with their academic adviser about effective pathways toward realizing the educational opportunities and degree they desire.

Certificates may allow students to do any or all of the following:

- Prepare for a career
- Gain specialized skills and knowledge in a specific area related to employment or professional development
- Present potential or current employers with proof of specific skills and knowledge on their WOU transcript

Minor

The minor is an *option*, unless required as part of a specific degree program, that students are advised to consider. Often, the minor enables students to augment their primary program of study with a coordinated ancillary program that helps prepare them for postgraduate studies or specific career goals. Students may also choose to take free elective courses that meet their academic interests or career preparation goals. *Students should consult with their academic adviser about effective pathways toward realizing the educational opportunities and degree they desire.*

The optional minor and designated elective credits effectively support students' efforts to:

- minimize "lost" transfer credits by using more credits from previous college credit-bearing learning experiences
- pursue a minor, double major, or other elective coursework
- complete an internship, practicum, or study abroad experience if not already required by the chosen major
- improve language proficiency or learn an additional language

*Note: Courses that satisfy major requirements may not be used to satisfy minor requirements.

University Graduation Requirements

An undergraduate degree consists of 180 credits distributed among three general areas: up to 90 credits for the major program of study (inclusive of all coursework required* by the major) and 90 credits for general education curriculum and free electives (approximately 60 general education requirement credits; with the remainder, approximately 30 credits, reserved for electives).

*Note: completion of some optional pre-professional pathways and additional learning experiences may require students to exceed the 180-credit threshold for the baccalaureate degree. Some degree programs may, to meet state or national accreditation requirements, require more than 180 credits.

All undergraduates must satisfy these university requirements:

1. Complete a minimum of 180 credits, including at least 60 upper division credits
2. Complete either at least 150 credits OR at least 45 of the last 75 credits in Western Oregon University courses*
3. Maintain a minimum 2.0 cumulative grade-point average (GPA) for all work completed at WOU
4. Students are limited to 16 credit hours for each open-ended course set: (199,399) (403) (406,408) (407) (409)
5. Complete a major including at least 36 upper division credits
6. Complete the general education requirements appropriate for the degree pursued

*Note: For programs that require instruction at another regionally accredited college or university, please consult the academic program entry in the catalog for details regarding the appropriate alternate path to completing the academic residency requirement.

General Education Requirements

Honors Candidates:

WOU's Honors Program offers an alternative general education to students who have demonstrated outstanding ability, motivation and academic achievement. Upon completion of the honors curriculum, honors students are ideally prepared to excel in their academic major and minor courses. Honors Program courses are open only to students enrolled in the WOU Honors Program. Students interested in exploring the challenge of the Honors Program should contact the Honors Director as soon as they begin to consider this opportunity. Although acceptance usually occurs before a student attends WOU, it is possible to be admitted before the start of one's second year. Where appropriate and approved by the Honors Program director, AP, IB and transfer credits will count towards satisfying honors requirements.

Honors Core

One course each from these categories:

- HNR 100 Honors Health/Wellness Credits: **3-4**
- HNR 105 Honors History Credits: **3-4**
- HNR 120 Honors Ethics Credits: **3-4**
- HNR 136 Honors Rhetoric Credits: **3-4**

Three courses in Honors Literature & the Arts:

- HNR 153 Honors Literature Credits: **3-4**
- HNR 171 Honors Theater Credits: **3-4**
- HNR 190 Honors Creative Arts Credits: **3-4**

One course from each of these pairs in Honors Science & Math

- HNR 210 Honors Biology Credits: **4-5**
- **or** HNR 231 Honors Earth Science Credits: **4-5**
- HNR 253 Honors Computer Science Credits: **3-4**
- **or** HNR 276 Honors Mathematics Credits: **3-4**

In addition to the Honors Core courses, honors students complete exploratory/elective requirements and a senior project:

Exploratory Honors (6 courses total from among HNR 300, 301, 303, 306)

- HNR 300 Exploratory Honors Credits: 3-4
- HNR 301 Exploratory Honors Credits: 3-4
- HNR 303 Exploratory Honors Credits: 3-4
- HNR 306 Exploratory Honors Credits: 3-4

Honors Thesis/Senior Project

- HNR 325 Honors Thesis Orientation Credits: **2**
- HNR 351 Honors Thesis Development Credits: **2**
- HNR 378 Honors Thesis/Senior Project Credits: **1-6***

**Note: HNR 378 may be taken/repeated up to 6 credits*

Total Credits: 51-66

Approved General Education Courses

First Year Seminars Credits: 8

Explore interesting topics in small classes while building foundational skills for college success.

Writing-focused Seminar - 1 class, Credits: 4

- FYS 107 First Year Seminar: Writing Focused **Credits: 4**

Quantitative-focused Seminar - 1 class, Credits: 4

- FYS 207 First Year Seminar: Quantitative Focused **Credits: 4**

Foundational Skills Credits: 10-28

Practice lifelong learning skills applicable throughout your college career.

Mathematics - up to 2 classes, Credits: 0-8

Learn and practice problem solving, modeling, and quantitative reasoning and the communication of mathematical and logical arguments and concepts.

- MTH 105Z Math in Society **Credits: 4**
- MTH 110 Applied College Mathematics **Credits: 4**
- MTH 111Z Precalculus I: Functions **Credits: 4**
- MTH 112Z Precalculus II: Trigonometry **Credits: 4**
- MTH 211 Foundations of Elementary Mathematics I **Credits: 4**
- **and** MTH 212 Foundations of Elementary Mathematics II **Credits: 4**
- MTH 231 Elements of Discrete Mathematics I **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Writing - up to 2 classes, Credits: 0-8

Gain an introduction to processes, strategies, and conventions that

promote the effective development and communication of ideas in writing. C- or better is required.

- WR 121Z Composition I **Credits: 4**
- WR 122Z Composition II **Credits: 4**
- WR 227Z Technical Writing **Credits: 4**

Communication and Language - 1 class, Credits: 3-4

Create, deliver, analyze, and receive meaningful messages.

- A 100 Art Topics: Various **Credits: 2**
- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- ASL 101 American Sign Language I **Credits: 3-4**
- ASL 102 American Sign Language II **Credits: 3-4**
- ASL 103 American Sign Language III **Credits: 3-4**
- ASL 201 American Sign Language IV **Credits: 4**
- ASL 202 American Sign Language V **Credits: 4**
- ASL 203 American Sign Language VI **Credits: 4**
- CJ 267 Criminal Justice Communications **Credits: 4**
- COM 100Z Introduction to Communication **Credits: 4**
- COM 111Z Public Speaking **Credits: 4**
- COM 113 Social Media and Digital Advocacy **Credits: 4**
- COM 211 Introduction to Media **Credits: 4**
- COM 212 Advertising and Society **Credits: 4**
- COM 213 Digital Storytelling **Credits: 4**
- COM 218Z Interpersonal Communication **Credits: 4**
- COM 236 Contemporary Issues in Media **Credits: 4**
- D 260 Dance Improvisation **Credits: 3**
- FR 101 First Year French I **Credits: 4**
- FR 102 First Year French II **Credits: 4**
- FR 103 First Year French III **Credits: 4**
- FR 201 Second Year French I **Credits: 4**
- FR 202 Second Year French II **Credits: 4**
- FR 203 Second Year French III **Credits: 4**
- FR 301 Intermediate French Composition and Phonetics I **Credits: 4**
- GL 101 First Year German **Credits: 4**
- GL 102 First Year German **Credits: 4**
- GL 201 Second Year German **Credits: 4**
- GL 202 Second Year German **Credits: 4**
- GL 203 Second Year German **Credits: 4**
- GL 301 Third Year German **Credits: 4**
- LING 101 Language: Misconceptions vs. Reality **Credits: 4**
- LING 102 Language and Power **Credits: 4**
- LING 103 English in a Global Context **Credits: 4**
- SPAN 101Z First-year Spanish I **Credits: 4**
- SPAN 102Z First-year Spanish II **Credits: 4**
- SPAN 103Z First-year Spanish III **Credits: 4**
- SPAN 201 Second Year Spanish I **Credits: 4**
- SPAN 202 Second Year Spanish II **Credits: 4**
- SPAN 203 Second Year Spanish III **Credits: 4**
- SPAN 301 Third Year Spanish I **Credits: 4**
- SPAN 302 Third Year Spanish II **Credits: 4**
- SPAN 311 Spanish for Bilingual Teachers I **Credits: 4**
- SPAN 312 Spanish for Bilingual Teachers II **Credits: 4**
- SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I **Credits: 4**
- SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II **Credits: 4**

Note:

A 100 must be taken for two terms and 4 credits to fulfill one course in Communication and Language.

Critical Thinking - 1 class, Credits: 3-4

Effectively analyze, evaluate, synthesize, and apply information and ideas from diverse sources and disciplines

- A 220 Introduction to Graphic Design **Credits: 4**
- CJ 225 Substance Abuse: Causes, Enforcement, Prevention **Credits: 4**
- COM 310 Communicating with Data **Credits: 4**
- CS 122 Introduction to Computer Science for Non-Majors **Credits: 4**
- CS 160 Survey of Computer Science **Credits: 4**
- DATA 101 Foundations of Data Analytics **Credits: 4**
- EC 200 Introduction to Economic Perspectives **Credits: 4**
- ED 342 Learning through Play: Theory, Practice, & Purposes **Credits: 4**
- ED 343 Purposes of Play in Learning **Credits: 3**
- HE 343 Introduction to Health Data Analysis and Visualization **Credits: 4**
- HE 375 Epidemiology **Credits: 4**
- HST 110 Detecting the Past: Critical Thinking with Historical Sources **Credits: 4**
- LING 209 Introduction to Language Study **Credits: 4**
- LING 214 Linguistics and Education **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**
- LIT 110 Critical Themes in Literature **Credits: 4**
- MUS 201 History of Western Classical Music: Antiquity to Baroque **Credits: 3**
- MUS 202 History of Western Classical Music: Enlightenment to Romantic **Credits: 3**
- MUS 203 History of Western Classical Music: 20th Century to Present **Credits: 3**
- PHL 100 Critical Thinking: Informal Logic **Credits: 4**

- PHL 103 Introduction to Logic **Credits: 4**
- PHL 253 Civil Disobedience and Justice **Credits: 4**
- PHL 314 Modern European Philosophy **Credits: 4**
- PHL 363 Philosophy of Mind **Credits: 4**
- PS 193 Introduction to Model United Nations **Credits: 4**
- SOC 301 Introduction to Social Work **Credits: 4**
- SOC 324 Introduction to Sociology: Research **Credits: 4**
- SUST 221 Data Analysis **Credits: 4**
- WR 398 Credit for Prior Learning Portfolio Development Workshop **Credits: 4**

Health Promotion - 1 class, Credits: 4

Apply strategies for maintaining and improving health across the lifespan.

- A 210 Art For Health **Credits: 4**
- BI 224 Health and Human Evolution **Credits: 4**
- CH 247 Foundations of Integrative Medicine **Credits: 4**
- COM 351 Foundations of Health Communication **Credits: 4**
- GERO 200 The Aging Self: Your Pathway Through Adulthood **Credits: 4**
- HE 257 Health Promotion **Credits: 4**
- MUS 240 Making Music Healthy **Credits: 3**

Exploring Knowledge Credits: 20-26

Discover new content and ideas through exploration of a wide variety of scholarly topics. Begin your major while also gaining knowledge beyond it.

Literary and Aesthetic Perspectives - 2 classes, Credits: 6-8

Study and participate in creative work to foster a deeper comprehension of human culture and the ways in which it affects who we are, both as communities and individuals.

- A 116 Beginning Design: Three-dimensional **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**
- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**
- D 101 Beginning Ballet **Credits: 3**
- D 102 Beginning Jazz Dance **Credits: 3**
- D 103 Beginning Modern Dance **Credits: 3**
- D 104 Beginning Tap Dance **Credits: 3**
- D 255 Introduction To Dance **Credits: 3**
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 235 Literature for the Young Child **Credits: 4**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 4**
- FR 110 Introduction to French Literature in Translation **Credits: 4**
- GL 110 Introduction to German Literature in Translation **Credits: 4**
- LIT 101 Topics in Literature **Credits: 4**
- LIT 102 Literary Genres **Credits: 4**
- MUEN 101 Concert Choir **Credits: 1**
- MUEN 102 Chamber Singers **Credits: 1**
- MUEN 103 University Band **Credits: 1**
- MUEN 112 Wind Ensemble **Credits: 1**
- MUEN 115 Mariachi Ensemble **Credits: 1**
- MUEN 141 Percussion Ensemble **Credits: 1**
- MUEN 151 Opera Scenes: Vocal **Credits: 1-3**
- MUEN 152 Opera Scenes: Instrumental **Credits: 1-3**
- MUEN 161 Western Oregon Voices **Credits: 1**
- MUEN 162 Jazz Orchestra **Credits: 1**
- MUEN 170 Combo **Credits: 1**
- MUEN 171 Jazz Repertoire Combo **Credits: 1**
- MUEN 201 WOU Drum Line **Credits: 1**
- MUEN 202 WOU Pep Band **Credits: 1**
- MUS 101 Pop Music in America **Credits: 3**
- MUS 102 Rock Music: A Social History **Credits: 3**
- MUS 103 Jazz History **Credits: 3**
- MUS 107 Introduction to Music and its Literature **Credits: 3**
- MUS 181 Voice Class I **Credits: 3**
- MUS 208 Music in Film **Credits: 3**
- PHL 282 Philosophy of Art **Credits: 4**
- PHL 321 Existentialism **Credits: 4**
- SPAN 110 Introduction to Hispanic Literature in Translation **Credits: 4**
- SPAN 210 Topics in Hispanic Film **Credits: 4**
- SPAN 240 Greater Mexico: Culture and Arts **Credits: 4**
- TA 110 Introduction to the Theatre Arts **Credits: 3**
- TA 112 Introduction to Film **Credits: 3**
- TA 244 Technical Theatre: Scenecraft **Credits: 4**
- TA 246 Technical Theatre: Costuming **Credits: 4**
- TA 251 Acting I **Credits: 4**
- TA 260 Basic Movement and Voice Development **Credits: 4**
- TA 308 History of Fashion **Credits: 4**
- TA 343 Costume Design **Credits: 4**
- TA 352 Technical Theatre: Makeup **Credits: 4**
- WR 260 Creative Writing Fiction **Credits: 4**
- WR 301 Integrating Writing and Design **Credits: 4**

Note:

MUEN courses can be taken in

multiple terms for 3 credits for a single course in Exploring Knowledge: Literary and Aesthetic Perspectives.

Scientific Perspectives - 2 classes, Credits: 8-10

Engage in systematic study of the natural world, and gain knowledge about the nature of science, the attitudes of science, and the skills needed for scientific inquiry.

- ANTH 322 Forensic Anthropology **Credits: 4**
- **or** CJ 322 Forensic Anthropology **Credits: 4**

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- BI 102 General Biology: The Foundations of Life **Credits: 4**
- BI 131 Field Ecology **Credits: 4**
- BI 134 Introductory Human Anatomy and Physiology **Credits: 4**
- BI 135 Introductory Human Anatomy and Physiology **Credits: 4**
- BI 143 Marine Biology **Credits: 4**
- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- CH 104Z Introduction to Chemistry **Credits: 5**
- CH 105 Consumer Chemistry **Credits: 4**
- CH 106 Scientific Advances in Medicine **Credits: 4**
- CH 112Z Chemistry for Health Professions **Credits: 4**
- CH 221Z General Chemistry I **Credits: 5**
- CH 222Z General Chemistry II **Credits: 5**
- CH 223Z General Chemistry III **Credits: 5**
- ES 104 Exploring Earth and Environmental Science **Credits: 4**
- ES 105 Discoveries in Earth and Environmental Science **Credits: 4**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**
- EXS 250 Motor Behavior **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- IS 311 Introduction to Cybernetics **Credits: 4**
- PH 201 General Physics **Credits: 4**
- PH 202 General Physics **Credits: 4**
- PH 203 General Physics **Credits: 4**
- PH 211 General Physics with Calculus **Credits: 4**
- PH 212 General Physics with Calculus **Credits: 4**
- PH 213 General Physics with Calculus **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**
- SUST 321 Field Geography **Credits: 4**

Social, Historic, and Civic Perspectives - 2 classes, Credits: 6-8

Explore different approaches to the study of society and politics, including the contemporary and historical constitution of social and political ideas, relationships, structures and institutions.

- ANTH 213 Language and Culture **Credits: 4**
- ANTH 214 Physical Anthropology **Credits: 4**
- ANTH 215 Archaeology **Credits: 4**
- ANTH 216 Cultural Anthropology **Credits: 4**
- ASL 205 Introduction to ASL Studies **Credits: 3**
- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- CJ 220 Introduction to Homeland Security **Credits: 4**
- COM 260 Sport & Social Movements **Credits: 4**
- COM 335 Communication and Gender **Credits: 4**
- CS 312 Social History of Computing **Credits: 4**
- D 252 Latin Dances Around The World **Credits: 3**
- D 253 Dances That Changed the World **Credits: 3**
- D 254 Dance, Gender and Society **Credits: 3**
- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- ED 200 Foundations of Education **Credits: 4**
- ED 220 Introduction to Early Childhood Education **Credits: 4**
- ED 231 Typical & Atypical Development **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ETH 201 Introduction to Ethnic Studies **Credits: 4**
- ETH 202 Introduction to Cultural Studies **Credits: 4**
- GERO 320 Introduction to Aging **Credits: 4**
- HE 360 U.S. Health Care System And Health Policy **Credits: 4**
- HE 457 Migrant Health **Credits: 4**
- HST 104 World History: The Ancient and Classical World **Credits: 4**
- HST 105 World History: Expanding Societies **Credits: 4**
- HST 106 World History: The Modern World **Credits: 4**
- HST 201Z United States History I **Credits: 4**
- HST 202Z United States History II **Credits: 4**
- HST 203Z United States History III **Credits: 4**
- LIT 103 Literature and Society **Credits: 4**
- MUS 267 Music in America: 1800-1945 **Credits: 3**
- MUS 268 Music in America: 1945-1967 **Credits: 3**
- MUS 269 Music in America: 1967-Present **Credits: 3**
- MUS 301 Pop Music in America **Credits: 3**
- MUS 333 Music in Modern Culture **Credits: 3**

- PHL 101 Introduction to Philosophy: Knowledge and Reality **Credits: 4**
- PHL 102 Introduction to Philosophy: Personal Morality and Social Justice **Credits: 4**
- PHL 251 Ethics **Credits: 4**
- PHL 283 Philosophy of Religion **Credits: 4**
- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 203 International Relations **Credits: 4**
- PS 204 Governments of the World **Credits: 4**
- PSY 201Z Introduction to Psychology I **Credits: 4**
- PSY 202Z Introduction to Psychology II **Credits: 4**
- R 201 Introduction to the World's Religions: Eastern **Credits: 4**
- R 202 Introduction to World Religions **Credits: 4**
- R 204 Introduction to the World's Religions: Western **Credits: 4**
- SOC 204Z Introduction to Sociology **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**
- SPAN 245 Translanguaging: Spanglish as a Speech Community in US **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- TA 308 History of Fashion **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Integrating Knowledge Credits: 6-8

Use high impact practices and make connections between different areas of interest for deeper comprehension. Prepare for a dynamic, complex and interconnected world.

Citizenship, Social Responsibility, and Global Awareness - 1 class, Credits: 3-4

Examine the intersection of citizenship with other forms of identity, explore the moral and life obligations inherent to being human, and the degree to which we have an obligation to benefit the whole of society and the world.

- A 311 Creativity and Idea Generation **Credits: 4**
- A 384 Painting: Landscape **Credits: 4**
- ANTH 370 Women Hold Up Half the Sky **Credits: 4**
- ANTH 372 Social Constructions of Race **Credits: 4**
- **or** CJ 372 Social Constructions of Race **Credits: 4**
- ANTH 376 Cultures of South Asia **Credits: 4**
- ANTH 380 Africa **Credits: 4**
- ANTH 386 Anthropology of Muslim Societies **Credits: 4**
- ANTH 388 Transnational Migration **Credits: 4**
- ANTH 392 Applied Anthropology **Credits: 4**
- ANTH 396 Environmental Anthropology **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- CA 320 Documenting Society **Credits: 4**
- CH 361 Energy, Resources and the Environment **Credits: 3**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 445 Race and Justice **Credits: 4**
- CJ 446 Cultural Competency in Criminal Justice **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 402 Race and Resistance Movements **Credits: 4**
- COM 416 Communication and Politics **Credits: 4**
- D 170 World Dance: Salsa **Credits: 3**
- D 171 World Dance: Hula **Credits: 3**
- D 172 World Dance: African **Credits: 3**
- D 177 Beginning Hip-Hop **Credits: 3**
- D 251 Dance and World Cultures **Credits: 3**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- EXS 410 Sport Ethics **Credits: 4**
- GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood **Credits: 4**
- GERO 420 Global Aging **Credits: 4**
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- HE 366 Alcohol, Tobacco and Other Drugs **Credits: 4**
- HE 367 Human Sexuality **Credits: 4**
- HE 420 Healthy Relationships **Credits: 4**
- HE 465 Global Health **Credits: 4**
- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 414 British History to 1300 **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**
- HST 434 Mediterranean Worlds **Credits: 4**
- HST 436 History of Modern Paris **Credits: 4**
- HST 437 World War II in Film **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 444 Colonial North Africa **Credits: 4**
- HST 447 The Early Middle Ages **Credits: 4**
- HST 448 The High Middle Ages **Credits: 4**
- HST 449 The Late Middle Ages **Credits: 4**
- HST 450 Crime and Society in Latin America **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**

- HST 459 Medieval Saints & Sinners: The History of the Medieval Church **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 485 Race and Ethnicity in Latin America **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**
- HST 495 Arab World in Transition **Credits: 4**
- HST 497 History of Fascism **Credits: 4**
- LIT 380 The Bible as Literature **Credits: 4**
- LIT 381 African Literature **Credits: 4**
- LIT 387 Mythology: Subtitle based on content **Credits: 4**
- MUS 300 Music in World Cultures **Credits: 3**
- PHL 322 19th-Century Philosophy **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**
- PS 316 Political Ideologies **Credits: 4**
- PS 317 Politics and Film **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**
- PS 425 Native American Politics and Policy **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 441 Causes of Peace **Credits: 4**
- PS 442 Peacebuilding and Public Policy **Credits: 4**
- PS 443 Great Peacemakers **Credits: 4**
- PSY 310 Building Resilience in Children **Credits: 4**
- SOC 305 Social Problems, Social Justice, Social Policy **Credits: 4**
- SUST 314 Mutual Aid **Credits: 4**
- SUST 330 Sustainability and Social Justice **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**
- WR 412 Writing Center Internship **Credits: 1-6**

Science, Technology, and Society - 1 class, Credits: 3-4

Examine the myriad interrelationships and mutual influences between science and technology and society, culture, and/or politics.

- A 483 Digital Illustration **Credits: 4**
- ANTH 369 Evolution of Ethnographic Film **Credits: 4**
- ANTH 395 Medical Anthropology **Credits: 4**
- ANTH 494 Northwest Native Nations **Credits: 4**
- BI 302 Evolution and Infectious Disease **Credits: 4**
- BI 303 Human Heredity **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CJ 222 Bones, Biology, and Crime **Credits: 4**
- CJ 311 Community-Oriented Crime Prevention **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- COM 430 Social Media and Culture **Credits: 4**
- COM 451 Science Communication **Credits: 4**
- CS 340 Computer Ethics **Credits: 4**
- CS 422 Demystifying Computer Science: No Experience Required **Credits: 4**
- ED 376 Teaching Science Through STEM Perspectives **Credits: 4**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**
- ED 467 Inclusive Technology in Early Childhood **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 360 Earth Resources and the Environment **Credits: 4**
- GS 325 Learning Science Through Scientific Practices **Credits: 3**
- HE 341 Environmental Health **Credits: 4**
- HST 446 Pandemics and Crises in Latin America **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- LIT 382 Cultural Trauma and Memory **Credits: 4**
- LIT 386 Film History and Technique **Credits: 4**
- PHL 252 Medical Ethics **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- SUST 316 Urban Sustainability **Credits: 4**
- SUST 331 Environmental Justice **Credits: 4**
- SUST 340 Sustainability & Capitalism **Credits: 4**
- SUST 385 Nature in the American West **Credits: 4**
- SUST 389 Land Systems and Sustainability **Credits: 4**
- SUST 390 Global Climate Change **Credits: 4**
- SUST 391 Biogeography **Credits: 4**
- WR 401 Writing Across Media **Credits: 4**

B.A.S. Core

Foundational Skills Credits: 24-30

- Mathematics (up to two classes, 4-8 credits)

- WR 121Z Composition I Credits: **4**
- WR 122Z Composition II Credits: **4** *
- Communication and Language (one class, 3-4 credits)
- Criticial Thinking (one class, 3-4 credits)
- Health Promotion (one class, 4 credits)
- LS 300 Seminar on Multidisciplinary Learning Credits: 2

Exploring Knowledge Credits: 20-26

- Literary and Aesthetic Perspectives (two classes, 3-4 credits)
- Scientific Perspectives (two classes, 4-5 credits)
- Social, Historic, and Civic Perspectives (two classes, 3-4 credits)

Integrating Knowledge

Choose One:

Option 1 (6-8 credits):

- Citizenship, Social Responsibility, and Global Awareness
- and Science, Technology & Society

Option II (4 credits):

- Complete an internship or practicum in the major that aligns with the Multidisciplinary Learning outcome in General Education

Option III (4 credits):

- LS 499 Capstone Credits: 4

Total Credits: 48-64

Note: All courses should be chosen from the Approved General Education Courses unless otherwise specified.

*Note: * Technical and Workplace Writing can be substituted for WR 122, consult your adviser.*

B.A., B.F.A., and B.S. Core

Foundational Skills Credits: 10-28

- Mathematics* (up to 2 classes, 0-8 credits)
- Writing* (up to 2 classes, 0-8 credits)
- Communication and Language (one class, 3-4 credits)
- Critical Thinking (one class, 3-4 credits)
- Health Promotion (one class, 3-4 credits)

First Year Seminars Credits: 8

- FYS 107 First Year Seminar: Writing Focused Credits: **4**
- FYS 207 First Year Seminar: Quantitative Focused Credits: **4**

Exploring Knowledge Credits: 20-26

- Literary and Aesthetic Perspectives (two classes, 6-8 credits)
- Scientific Perspectives (two classes, 8-10 credits)
- Social, Historic, and Civic Perspectives (two classes, 6-8 credits)

Integrating Knowledge Credits: 6-8

- Citizenship, Social Responsibility, and Global Awareness (one class, 3-4 credits)
- Science, Technology, and Society (one class, 3-4 credits)

Total Credits: 44-70

Note: For eligible courses in each area, please refer to the Approved General Education Courses section of the catalog.

Any 3-4 credit course completed by a student as part of a Study Abroad Experience that does not articulate as a previously identified course in any other WOU General Education requirement be used in fulfillment of the Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness requirement.

**Students may show competency through test scores or challenge exams (if eligible).*

B.M. Core

First Year Seminar Credits: 8

- FYS 107 First Year Seminar: Writing Focused Credits: **4**
- FYS 207 First Year Seminar: Quantitative Focused Credits: **4**

Music Credits: 3

- MUS 160 Digital Music Notation Credits: **1**

Foundational Skills Credits: 4-12

- WR 121Z Composition I Credits: **4** (or demonstrated competency*)
- WR 122Z Composition II Credits: **4**
- Critical Thinking or Mathematics*

Exploring Knowledge Credits: 17-20

- Literary and Aesthetic Perspectives (one class, 3-4 credits)
- Scientific Perspectives (two classes, 8-10 credits)
- Social, Historic and Civic Perspectives (two classes, 6-8 credits)

Integrating Knowledge Credits: 3-4

- Citizenship, Social Responsibility, Global Awareness or Science, Technology, & Society

Note: For eligible courses in each area, please refer to the Approved General Education Courses section of the catalog.

**Students may show competency through test scores or challenge exams (if eligible).*

Total Credits: 35-47

College of Education

Dean Melanie Landon-Hays
wou.edu/education/

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

The College of Education includes the Division of Deaf Studies and Professional Studies, the Division of Health and Exercise Science and the Division of Education and Leadership. It is also home to the Research and Resource Center with Deaf communities and the Office of Clinical Practices and Licensure.

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

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

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

The educator preparation programs in the College of Education are guided by the concept of our conceptual framework: Connecting Teaching and Learning.

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

Deaf Studies and Professional Studies Division

Division Chair Elisa Maroney
wou.edu/dsps/

This division houses two undergraduate majors, Interpreting Studies: Theory and American Sign Language Studies; one undergraduate minor: American Sign Language; and two graduate programs: Rehabilitation and Mental Health Counseling, and Interpreting Studies.

Mission

The mission of DSPS is to foster the growth of future and current professionals to become ethical, reflective and dynamic practitioners in partnership with the communities we serve.

Program Objectives

1. Ethical - Students will demonstrate {the} application of values-based ethical principles throughout their academic coursework and on-going professional development.
2. Reflective - Students will recognize, analyze, and implement discipline specific skills & knowledge in iterative reflective practice individually, with colleagues, and within the community.
3. Dynamic - Students will demonstrate commitment to continuous learning by collaborating with professionals and community members at local, national and international levels to develop an awareness of current trends in their disciplines and adapting to communities as they continue to transform.
4. Community - Students will recognize and apply cultural competencies that foster full participation in programs and the larger community.

Information may be obtained from the Deaf Studies and Professional Studies Division office (RWEC) at 503-838-8322 or visit our website at wou.edu/dsps/.

Education and Leadership Division

Division Chairs Dr. Jessica Hougherty, Dr. Alicia Wenzel
wou.edu/teachered/

This division houses several degree and endorsement programs.

- An undergraduate and post baccalaureate initial teacher licensure degree program with options for a variety of subject endorsements and preparation levels from early childhood through high school offered on a full-time basis;
- An undergraduate Early Childhood Education Studies degree (non-licensure);
- A Master of Arts in Teaching: Initial Licensure degree with one track:
    - Master of Arts in Teaching: Initial Secondary Licensure track with options for a variety of subject endorsements and preparation for middle and high school levels offered on a full-time and part-time basis through two different delivery models.
- A Master of Science in Education program for licensed teachers focused on developing teacher leaders with a variety of content areas including:
    - Master of Science in Special Education
    - Master of Science in Education focused on Educational Technology
- Multiple stand-alone or degree-based add-on endorsement options such as reading and ESOL.

Mission

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

Program Objectives

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

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

Health and Exercise Science Division

Division Chairs: Laura Ellingson-Sayen, Emily Vala-Haynes
wou.edu/hexs/

The division offers majors in Exercise Science and Public Health and is responsible for teaching endorsements in Health Education. More detailed information about a teaching endorsement in Health Education can be found at School Health Teacher Education, B.S.

Mission

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

Program Objectives

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

More detailed program information can be obtained by contacting the division at 503-838-8908 or visit our website at wou.edu/hexs/.

College of Liberal Arts and Sciences

Interim Dean Kristin Latham-Scott
wou.edu/las/

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

Mission

We offer a vibrant array of liberal arts courses, along with a wide range of specialized degree programs that expand students' horizons; hone skills that make students adaptable and flexible in a rapidly changing world; help students discover new passions and strengths; and prepare them for lifelong learning. Our graduates are poised to be engaged citizens locally

and globally as well as productive contributors to a 21st-century economy.

Vision

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

Program Objectives

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

Behavioral Sciences Division

Division Chair Robert Winningham
wou.edu/behavioralsciences/

The Behavioral Sciences Division is responsible for undergraduate majors and minors in Gerontology: Aging and Older Adulthood and Psychology, as well as graduate degrees in Organizational Leadership and Occupational Therapy.

Mission

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

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

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

Program Objectives

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

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

Business and Economics Division

Division Chair Anna Mahony
wou.edu/business-economics/

The Business and Economics Division is responsible for majors and minors in Accounting, 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 Objectives

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 visit our website at wou.edu/business-economics/.

Computer Science Division

Division Chair Becka Morgan
wou.edu/cs/

The Computer Science Division is responsible for majors and minors in Computer Science, Data Analytics and 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 visit our website at wou.edu/cs/.

Creative Arts Division

Division Chair Daniel Tankersley
wou.edu/creativearts/

The Creative Arts Division offers majors in Art & Design, The Arts, Dance, Graphic Design, Music, and Theatre Arts, and minors in Art & Design, Art History, The Arts, Dance, Music, and Theatre Arts.

Mission

The Creative Arts Division serves as a leading regional hub for cultural practice and academic excellence, housing comprehensive programs in Art & Design, Dance, Graphic Design, Music, and Theatre Arts. The Division also provides pathways for aspiring K-12 educators through specialized teacher education concentrations in Art & Design and Music.

Our degree offerings integrate contemporary practices with a rigorous foundation of training, ensuring students achieve high standards of excellence. Through individualized instruction and a focus on experiential learning, we prepare our students for meaningful professional work in the visual and performing arts.

Beyond our specialized majors, we are committed to the broader university mission by contributing accessible arts coursework to the General Education curriculum, allowing all students to engage with the transformative power of the arts. We further enhance student success through robust professional involvement and unique hands-on student employment opportunities.

Central to our vision is the knowledge that creative arts are vital for building community and enhancing individual and community well-being. We believe creative arts foster belonging, empowerment, and quality of life. We actively promote the health benefits of creative practice and maintain an environment where artistic expression facilitates critical reflection and emotional depth. The Division acts as a central site for cultural engagement, providing public exhibitions and performances that serve both the university and the broader region.

Program Objectives

1. Provide rigorous and accessible degree pathways across Art & Design, The Arts, Dance, Graphic Design, Music, and Theatre Arts, empowering students with the skills and professional dispositions required for their chosen fields.
2. Actively foster community well-being and individual health by promoting expressive practice, hosting public performances and exhibitions, and supporting co-curricular activities that enhance cultural engagement across the university and region.
3. Ensure broad accessibility to arts instruction by delivering diverse and inclusive General Education coursework, empowering all WOU students to engage with and reflect critically on the transformative power of creative arts.
4. Maximize student success through high-impact experiential learning, including individualized instruction, professional involvement opportunities, and unique student employment roles within the division's performing arts productions and gallery exhibition operations.

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

Criminal Justice Sciences Division

Division Chair Misty Weitzel
www.wou.edu/criminal-justice/

The Criminal Justice Sciences division is home to the Bachelor of Science and Master of Arts in Criminal Justice, and Youth Crime Studies, Forensic Anthropology, and Homeland Security and Community Preparedness minors, and a Certificate in Homeland Security and Community Preparedness.

Mission

The criminal justice sciences division at WOU utilizes a strong liberal arts tradition to provide students with a mastery of the complete picture of crime as a social problem, providing the skills necessary to ensure the understanding of sound solutions for preventing and addressing crime at all levels of society. We seek to equip our students with a sound scientific background and excellent preparation in content areas in Courts, Corrections, Law Enforcement, Community Crime Prevention, Youth Crime, Forensic Anthropology, Homeland Security, and to provide options for interdisciplinary education.

Program Objectives

1. Help students gain a complete understanding of the various components of the criminal justice field and their interrelatedness.
2. Help students understand the multitude of issues, theories, policies, practices and current

challenges related to the ethical administration of justice in a free society.
3. Help students master the application of theories in real world social contexts.

Humanities Division

Division Chair Paula Baldwin
wou.edu/humanities/

The Humanities Division is responsible for majors, minors, and certificates in Communication, English Studies, German and Spanish as well as classes in Philosophy and Religion.

Mission

Humanities focuses on the uniqueness of humans through a critical examination of society and culture that leads to a deeper understanding of the relationship of oneself to the rest of the world.

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 503-838-8906 or visit our website at wou.edu/humanities/. For students interested in teaching English or Spanish in Middle or High School, please follow these links:

- Language Arts Teacher Education, B.S.
- Spanish Teacher Education, B.S.

Natural Sciences and Mathematics Division

Steve Taylor
wou.edu/nsmath/

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

Mission

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

Program Objectives

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

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

Science and Mathematics Education Degrees offered collaboratively with the College of Education:

Biology Teacher Education, B.S.
Chemistry Teacher Education, B.S.
Integrated Science Teacher Education, B.S.
Mathematics Teacher Education, B.S.

Social Science Division

Division Chair Mary Pettenger
wou.edu/socialscience/

The Social Science Division is responsible for majors and minors in History, International Studies, Political Science, Public Policy and Administration, Social Science, Social Science Teacher Education, Sociology and Sustainability.

The following minors are taught either wholly or partially, by this division: Environmental Studies, Film Studies, Gender Studies, Legal Studies, Latin American Studies, Latino/Chicano Studies, Public History, and Military Science.

Mission

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

Program Objectives

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

For more detailed program information about coursework, faculty and admission requirements, call 503-838-8288 or visit our website at wou.edu/socialscience/.

Academic Programs

Undergraduate Major

Accounting, B.S.

Professor: Bojan Ilievski, Shaun Hansen, Keven Malkewitz, **Associate professor:** Rajeeb Poudel
Coordinator: Anna Mahony
Instructor: Christy Hawley

Mission

To prepare students for careers in public, governmental, and financial accounting

Learning Outcomes

1. Students will demonstrate an understanding of intermediate-level financial accounting and reporting concepts.
2. Students will demonstrate an understanding of intermediate-level cost/managerial accounting concepts.
3. Students will demonstrate an understanding of the principles of individual and entity taxation.
4. Students will demonstrate an understanding of the principles of auditing.
5. Students will exhibit an understanding of ethical conduct in a global and diverse professional environment.

Core Courses

- BA 169Z Data Analysis Using Microsoft Excel **Credits: 4**
- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 213Z Principles of Managerial Accounting **Credits: 4**
- BA 226Z Introduction to Business Law **Credits: 4**
- BA 243 Business Statistics **Credits: 4**
- **or** STAT 243Z Elementary Statistics I **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4**
- BA 315 Financial Management **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- BA 490 Operations Management **Credits: 4**
- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- EC 318 Money and Banking **Credits: 4**

Accounting Core

- BA 317 Intermediate Accounting I **Credits: 4**
- BA 318 Intermediate Accounting II **Credits: 4**
- BA 319 Intermediate Accounting III **Credits: 4**
- BA 421 Cost Accounting **Credits: 4**
- BA 431 Federal Income Tax I **Credits: 4**
- BA 432 Federal Income Tax II **Credits: 4**
- BA 445 Forensic Accounting **Credits: 4**
- BA 450 State & Local Government Accounting **Credits: 4**
- BA 451 Auditing **Credits: 4**

Total Credits: 88

American Sign Language Studies, B.A.

Coordinator: Brent Redpath

Mission

To create and transmit knowledge of American Sign Language (ASL) in a climate that promotes respect for Deaf Culture, Deaf History, and Deaf Communities.

Learning Outcomes

1. Demonstrate the ability to express and comprehend ASL.
2. Portray the ability to recognize and analyze ASL linguistics features.
3. Practice sensitivity and understanding toward diverse Deaf communities.
4. Develop foundational skills suitable for pursuing higher education and careers that use ASL.

Major Prerequisites

- ASL 201 American Sign Language IV **Credits: 4** *
- ASL 202 American Sign Language V **Credits: 4** *
- ASL 203 American Sign Language VI **Credits: 4** *
- LING 310 Introduction to Linguistics **Credits: 4**

Note:

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 pass ASL 203 with a B- or above.

* Must be taken in numerical order

Core Courses

- ASL 200 American Sign Language Lab I Seminar **Credits: 2 ***
- ASL 300 American Sign Language Lab II Seminar **Credits: 2 ***
- ASL 301 American Sign Language VII **Credits: 4**
- ASL 302 American Sign Language VIII **Credits: 4**
- ASL 303 American Sign Language IX **Credits: 4**
- ASL 456 First and Second Language Acquisition **Credits: 4**
- ASL 353 Introduction to ASL Linguistics I **Credits: 4**

- ASL 354 Introduction to ASL Linguistics II **Credits: 4**
- ASL 429 American Deaf History & Culture **Credits: 4**
- ASL 440 Mental Health in the Deaf Community **Credits: 4**

Note:

Students are required to take at least 3 ASL Lab Seminar courses totaling 6 credits. Each ASL Lab Seminar course is 2 credits, students are required to take at least one ASL 200 and one ASL 300 course. They are repeatable and can be taken up to a max of 12 credits total.

* ASL 200 is for students registered in ASL 201-203. ASL 300 is for students registered in ASL 301-303.

Choose One

Choose one elective course from any ASL prefix courses or other electives approved by ASL studies major advisor. 3 credits minimum.

- ASL 310 ASL Fingerspelling **Credits: 3**
- ASL 330 Special Topics in American Sign Language **Credits: 4**
- ASL 409 Practicum **Credits: 1-3** Credits: 3
- ASL 470 DeafBlind Culture, Communication & Guiding **Credits: 3**

Total Credits: 57-64

American Sign Language/English Interpreting, B.S.

Professors: Elisa Maroney

Mission

To improve the quality and quantity of pre-interpreting professionals who will serve & collaborate with community members and professionals by educating students in communication, human relations, and ethical reasoning.

Learning Outcomes

1. Demonstrate the academic foundation and world knowledge essential to understand and navigate the world around them.
2. Develop critical analysis skills including situational assessment; ethical reasoning; cultural intelligence lens, and research methodologies.
3. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
4. Integrate academic foundation, world knowledge, critical analysis skills, communication skills, and language fluency by engaging meaningfully, collaboratively, and intentionally in communicative interactions.

Core Courses

- ASL 353 Introduction to ASL Linguistics I **Credits: 4**
- INT 318 Interpersonal Aspects of Interpreting **Credits: 4**
- INT 320 Intrapersonal Aspects of Interpreting **Credits: 4**
- INT 354 The Interpreting Profession: Principles & Practices **Credits: 4**
- INT 361 Pre-Interpreting Skills Development **Credits: 4**
- INT 392 Sociolinguistic and Applied Linguistics for Interpreters **Credits: 4**

Interpreting Studies: Theory Courses

Upon successful application and acceptance to interpreting studies coursework.

- INT 440 Ethics and Decision Making for Interpreters **Credits: 4**
- INT 450 Theory & Practice of Interpreting I **Credits: 4**
- INT 451 Theory and Practice of Interpreting II **Credits: 4**
- INT 452 Theory and Practice of Interpreting III **Credits: 4**
- INT 460 Current Issues for Interpreters **Credits: 4**
- INT 462 Business Aspects of Interpreting **Credits: 4**
- INT 465 Interpreting In Community Settings **Credits: 4**
- INT 467 Interpreting in Educational Settings **Credits: 4**
- INT 469 Cultural Intelligence in a Diverse World **Credits: 4**

Students must complete a 10 credit internship:

- INT 410 Internship **Credits: 3-12** Credits: 10

Total Credits: 70

Note:

American Sign Language/English Interpreting majors must have a grade of B or better in INT courses.

There is an application process that will assess language skills in English and ASL, professionalism, and cognitive proficiency in order to enter the 4th year of the program courses (400 level and above).

Majors are encouraged to minor in American Sign Language.

Aquarium Science, B.S.

Professors: Michael Baltzley, Bryan Dutton, Shaun Hansen, Ava Howard, Keven Malkewitz, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck
Associate professors: Gareth Hopkins, Bojan Ilievski, Rajeeb Poudel

Mission

Academic Programs

Provide theory and practical experience designed to prepare students for careers in the aquatic animal husbandry profession, including positions as aquarists, aquatic biologists, and keepers. Potential employment opportunities include public zoos and aquariums, ornamental fish retailers and wholesalers, aquaculture businesses, fish hatcheries, research programs, marine educational centers, state and federal natural resource agencies, as well as self-employment.

Learning outcomes

1. Demonstrate critical thinking by engaging in laboratory experimentation, field research, data analysis and interpretation at multiple course levels.
2. Effectively communicate, verbally and in writing, scientific concepts, research findings and ideas to professionals and the general public.
3. Maintain, analyze, diagnose and repair aquarium life support systems and their components.
4. Perform basic water quality analysis using standard testing equipment.
5. Maintain healthy animals through proper set-up, monitoring and accepted animal husbandry practices.
6. Identify physically compromised animals and abnormal animal behaviors.
7. Work within a group to conceptualize, plan, construct and manage environments that promote the health of fishes and invertebrates.

Formal admission to the AQS major is required to begin coursework at OCCC. Students must have less than 32 credits remaining in their Foundational Science and Business and Economics courses in order to be admitted to the major.

Core Courses

Foundational Science

- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- CH 104Z Introduction to Chemistry **Credits: 5**
- CH 124Z Introduction to Chemistry Lab **Credits: 0**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- MTH 110 Applied College Mathematics **Credits: 4**
- **or** MTH 111Z Precalculus I: Functions **Credits: 4**

Choose Four

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 343 Analysis of Biological Data **Credits: 4**
- BI 360 Animal Behavior **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**
- BI 434 Comparative Animal Physiology **Credits: 4**
- BI 451 Invertebrate Zoology **Credits: 5**
- BI 453 Marine Vertebrates **Credits: 4**

Business and Entrepreneurship

- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4**
- BA 315 Financial Management **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- ENT 350 Small Business Management **Credits: 4**

Oregon Coast Community College Aquarium Science courses

- AQS 100 Introduction to Aquarium Science Credits: 3
- AQS 110 Aquarium Science Practicum 1 Credits: 2
- AQS 111 Aquarium Science Practicum 2 Credits: 2
- AQS 165 Current Issues in Aquarium Science Credits: 1
- AQS 173 Chemistry of Aquatic Systems Credits: 4
- AQS 215 Biology of Captive Fishes Credits: 4
- AQS 216 Elasmobranch Husbandry Credits: 2
- AQS 220 Biology of Captive Invertebrates Credits: 4
- AQS 226 Biology of Diverse Captive Species Credits: 2
- AQS 232 Reproduction & Nutrition of Aquatic Animals Credits: 4
- AQS 240 Life Support System Design and Operation Credits: 4
- AQS 245 Animal Husbandry in a Research Capacity Credits: 2
- AQS 252 Exhibits and Interpretation Credits: 3
- AQS 270 Fish & Invertebrate Health Management Credits: 4
- AQS 295 Aquarium Science Internship Credits: 12

Total Credits: 124-127

Note:

Western Oregon University has an

undergraduate graduation requirement stipulating that 45 of the last 75 credits of a degree must be completed in Western Oregon University courses. For students accepted into the AQS degree program, Oregon Coast Community College AQS courses are not counted as part of the last 75 credits of the degree.

Art & Design, B.A.

Professors: Jennifer Bracy, Michael Freeman, Jodie Garrison, Rebecca McCannell, Daniel Tankersley
Associate professors: Mary Harden, Peter Hoffeker-Mejia

Mission

To foster creative thinking, technique, critical inquiry, and visual literacy for application to art and design. Students engage art and design practices in a studio atmosphere, bringing together form, materials, and meaning to create expressive work. The curriculum integrates a variety of media and technologies. It emphasizes aesthetic awareness, collaboration, problem solving, innovation, and visual communication. An amalgamation of studio practices, art history, and contemporary theory provide contextual basis for creativity. The program equips students with a framework for understanding their place and role as artists and designers in an ever-changing world. Campus galleries exhibit student and professional work, contributing to the cultural environment of the campus and region. Applied projects empower students to address issues that impact their local, global, and online communities.

Learning Outcomes

1. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context.
3. Integrate vision, language, form, and materials for communication and self-expression.

Core Courses

Foundation

- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 116 Beginning Design: Three-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**

Art History

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**

200 Level Studio Courses

Many upper division studio courses require specific 200-level courses as prerequisites. Plan with an advisor.

Choose Four:

- A 220 Introduction to Graphic Design **Credits: 4**
- A 230 Introduction to Life Drawing **Credits: 4**
- A 250 Introduction to Ceramics **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**
- A 270 Introduction to Printmaking **Credits: 4**
- A 280 Introduction to Painting **Credits: 4**
- A 290 Introduction to Sculpture **Credits: 4**

Upper Division Elective Credits: 36

- Minimum 36 credits of any 300-level and/or 400-level Art & Design courses.
- Most upper division Art & Design studio courses have prerequisites. See advisor.
- Upper division Art History courses may be applied here.
- Up to 4 credits of A 410 and up to 2 credits of A 318 may be applied here.

Capstone

- A 419 Professional Concerns **Credits: 4**
- **or** A 429 Portfolio & Professional Preparation **Credits: 4**

Total Credits: 84

Art & Design, B.F.A.

Professors: Jennifer Bracy, Michael Freeman, Jodie Garrison, Rebecca McCannell, Daniel Tankersley
Associate professors: Mary Harden, Peter Hoffeker-Mejia

Mission

Advanced undergraduate study to foster lifelong strategies of creative thinking, technique, critical inquiry, and visual literacy for application to art and design. Students engage art and design practices in a studio atmosphere, bringing together form, materials, and meaning to create expressive work. The curriculum integrates a variety of media and technologies. It emphasizes aesthetic awareness, collaboration, problem solving, innovation, and visual communication. An amalgamation of studio practices, art history, and contemporary theory provide contextual basis for creativity. The program equips students with a framework for understanding their place and role as artists and designers in an ever-changing world. Campus galleries exhibit student and professional work, contributing to the cultural environment of the campus and region. Applied projects empower

students to address issues that impact their local, global, and online communities.

The optional Art & Design Education Concentration combines a comprehensive Art & Design major with all the Education coursework and classroom experience required for Oregon K-12 teaching licensure. Students who complete the concentration are fully prepared for careers teaching art and/or design in K-12 schools.

Learning Outcomes

1. Demonstrate conceptual and technical competence in the active practice of art and design.
2. Show evidence of critical inquiry and design process, and analyze art and design in context.
3. Integrate vision, language, form, and materials for communication and self-expression.

Core Courses

100-Level Foundation Courses Credits: 16

- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 116 Beginning Design: Three-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**

200-Level Studio Credits: 16

- Minimum 16 credits of 200-level Art & Design studio courses.
- Many upper division studio courses require specific 200-level courses as prerequisites. Plan with an advisor.
- A 220 Introduction to Graphic Design **Credits: 4**
- A 230 Introduction to Life Drawing **Credits: 4**
- A 250 Introduction to Ceramics **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**
- A 270 Introduction to Printmaking **Credits: 4**
- A 280 Introduction to Painting **Credits: 4**
- A 290 Introduction to Sculpture **Credits: 4**

200-Level Art History Credits: 12

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**

Choose either the Concentration or the following Courses:

Complete Either the Art Teacher Education Concentration **or** the following course requirements (not both):

Upper Division Art History Choose Two

- A 304 History of Modern Art, 1789-1914 **Credits: 4**
- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- A 308 History of Graphic Design **Credits: 4**
- A 404 Art History: Non-Western Art **Credits: 4**
- A 405 Art History: Gender in Art **Credits: 4**
- A 406 Art History: Special Topics **Credits: 4**

Critique & Seminar

- A 410 Seminar: (Topic) **Credits: 1-2**

Upper Division Elective Credits: 52

- Minimum 52 credits of any 300-level and/or 400-level Art & Design courses.
- Most upper division Art & Design studio courses have prerequisites. See advisor.
- If the Upper Division Art History requirement is already met, additional upper division Art History courses may be applied here.
- Up to 4 additional credits of A 410 Seminar: (Topic) and up to 2 credits of A 318 Gallery Internship may be applied here.

Capstone Choose One

- A 419 Professional Concerns **Credits: 4**
- A 429 Portfolio & Professional Preparation **Credits: 4**

Total Credits: 110-138

Note:

Completion of the General Education coursework is required for the BFA in Art and Design.

Art & Design, B.F.A. majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Art Teacher Education Concentration

Professors: Jennifer Bracy, Michael Freeman, Jodie Garrison, Rebecca McCannell, Daniel Tankersley
Associate professors: Mary Harden, Peter Hoffeker-Mejia

Academic Programs

Core Courses

Upper Division Electives Credits: 24

- Minimum 24 credits of any 300-level and/or 400-level Art & Design courses.
- Most upper division Art & Design studio courses have prerequisites. See advisor.
- Upper division Art History courses may be applied here.
- Up to 4 credits of A 410 Seminar: (Topic) and up to 1 credit of A 318 Gallery Internship may be applied here.
- No credits counting toward another requirement in the major or concentration may be applied here.

Seminar/Observation Credits: 4

- ARE 414 Art & Design Education Seminar **Credits: 2** Credits: 4
  Take the 2-credit ARE 414 class in two consecutive Fall terms, for a total of 4 credits

Pre-Education Core

- A 318 Gallery Internship **Credits: 1-2** Credits: 1
- ARE 433 Art Education **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**

Education Courses

- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 412 Clinical Experience II **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 4**
- ED 429 Professional Development Seminar III **Credits: 2**
- ED 434 Content Pedagogy I **Credits: 3 or 4**
- ED 436 Content Pedagogy II **Credits: 3 or 4**
- ED 444 Content Literacy **Credits: 4**
- ED 446 Environments for Diverse Learners **Credits: 4**
- ED 450 Designing and Managing Equitable Classroom Communities **Credits: 4**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 84-86

Art, B.A.

This program has been transitioned to a new Art & Design major, as of the beginning of Summer term 2018. After that time, only students who are already enrolled in and completing this major, or are part of a current relevant dual admission partnership, may choose it.

Professors: Jennifer Bracy, Michael Freeman, Jodie Garrison, Rebecca McCannell
Associate professors: Mary Harden, Daniel Tankersley, Garima Thakur

Assistant professor: Peter Hoffeker-Mejia

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. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context.
3. Integrate vision, language, form, and materials for communication and self-expression.

Core Courses

Foundation

- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 116 Beginning Design: Three-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**

Art History

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**

200-Level Studio Credits: 16

Minimum of 16 credits of 200-level Art and Design courses. Plan with an adviser to take prerequisites required for upper division coursework.

Academic Programs

Upper Division Studio Credits: 28

See adviser. Minimum of 28 credits in 300- and/or 400-level Art and Design courses.

Theory and Capstone

- A 315 Intermediate Design: Two-Dimensional **Credits: 4**
- A 316 Intermediate Design: Three-Dimensional **Credits: 4**
- A 419 Professional Concerns **Credits: 4**

Total Credits: 84

Biology Teacher Education, B.S.

Professors: Michael Baltzley, Bryan Dutton, Ava Howard, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck
Associate professor: Gareth Hopkins

Mission

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

Learning Outcomes

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

Core Courses

- BI 314 Introductory Genetics **Credits: 4**
- BI 315 Cell Biology **Credits: 4**
- BI 316 Evolution **Credits: 4**
- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 331 General Microbiology **Credits: 4**
- BI 357 General Ecology **Credits: 4**
- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**

Choose One

- BI 343 Analysis of Biological Data **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Choose Two Physiology Courses

- One plant based and one animal based
  Plant Based
- BI 330 Plant Physiology **Credits: 5**
- BI 340 Plant Nutrition **Credits: 4**
- BI 371 Structure of Seed Plants **Credits: 4**
  Animal Based
- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 434 Comparative Animal Physiology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**

Choose One Organismal Course

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 360 Animal Behavior **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**
- BI 451 Invertebrate Zoology **Credits: 5**
- BI 453 Marine Vertebrates **Credits: 4**
- BI 454 Plant Ecology **Credits: 5**
- BI 461 Conservation Biology **Credits: 4**
- BI 474 Biology of Insects **Credits: 5**

Choose One Earth and Physical Science Course

- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 365 Materials Chemistry **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**

- PH 201 General Physics **Credits: 4**

Total Credits: 73-76

Note:

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.

Biology, B.S.

Professors: Michael Baltzley, Bryan Dutton, Ava Howard, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck
Associate professor: Gareth Hopkins

Mission

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

Learning Outcomes

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

Core Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- BI 314 Introductory Genetics **Credits: 4**
- BI 315 Cell Biology **Credits: 4**
- BI 316 Evolution **Credits: 4**
- BI 331 General Microbiology **Credits: 4**
- BI 343 Analysis of Biological Data **Credits: 4**
- BI 357 General Ecology **Credits: 4**
- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**

Choose One Field Biology Course

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**
- BI 451 Invertebrate Zoology **Credits: 5**
- BI 454 Plant Ecology **Credits: 5**
- BI 474 Biology of Insects **Credits: 5**

Choose One Plant Biology Course

- BI 321 Systematic Field Botany **Credits: 4**
- BI 330 Plant Physiology **Credits: 5**
- BI 340 Plant Nutrition **Credits: 4**
- BI 371 Structure of Seed Plants **Credits: 4**
- BI 454 Plant Ecology **Credits: 5**

Choose One Animal Biology Course

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 360 Animal Behavior **Credits: 4**
- BI 434 Comparative Animal Physiology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**
- BI 451 Invertebrate Zoology **Credits: 5**
- BI 453 Marine Vertebrates **Credits: 4**
- BI 474 Biology of Insects **Credits: 5**

Choose One Mathematics Course

- MTH 112Z Precalculus II: Trigonometry **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**

Choose One Focus Area

- Botany Focus
- General Biology Focus
- Molecular/Cell Focus
- Natural History/Field Biology Focus
- Pre-Professional Focus
- Zoology Focus

Total Credits: 86-130

Academic Programs

Note:

A minimum of 4-credits of BI 406 and/or BI 419 may be substituted for one elective course in the selected focus with pre-approval of the student's biology adviser.

If a course is used to fulfill more than one specified requirement within the major, the credits must be replaced with upper division biology elective credits. BI 406, BI 419, and BI 424 may be used to complete the upper division credit requirement.

Biology Program:

1. Biology majors, regardless of the focus, are required to maintain a C average in courses that are used to satisfy biology degree requirements.
2. Students graduating in the various focuses of the Biology major are required to take a standardized exit exam in their last year.

Botany Focus

Core Courses

- BI 330 Plant Physiology **Credits: 5**
- BI 340 Plant Nutrition **Credits: 4**
- BI 371 Structure of Seed Plants **Credits: 4**
- Any upper division biology course approved by student's biology adviser (4-5)

Total Credits: 17-18

Note:

BI 321 and BI 454 are required within the biology core.

General Biology Focus

Core Courses

At least one course selected in the focus must be a plant-focused course.

Choose Two Physiology Courses

- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 330 Plant Physiology **Credits: 5**
- BI 340 Plant Nutrition **Credits: 4**
- BI 371 Structure of Seed Plants **Credits: 4**
- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 434 Comparative Animal Physiology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**

Choose Two Organismal Courses

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 360 Animal Behavior **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**
- BI 451 Invertebrate Zoology **Credits: 5**
- BI 453 Marine Vertebrates **Credits: 4**
- BI 454 Plant Ecology **Credits: 5**
- BI 461 Conservation Biology **Credits: 4**
- BI 474 Biology of Insects **Credits: 5**

Total Credits: 16-20

Molecular/Cell Focus

Core Courses

- BI 426 Genes and Development **Credits: 4**
- CH 450 Biochemistry I **Credits: 4**
- CH 451 Biochemistry II **Credits: 3**
- MTH 251Z Differential Calculus **Credits: 4**
- Any upper division chemistry course approved by student's biology adviser Credits: 3-5
- Any upper division biology course approved by student's biology adviser Credits: 4-5

Minor

Students in this focus must complete either the Physical Science Minor or the Forensic Chemistry Minor.

Total Credits: 49-57

Note:

MTH 251Z can be used to fulfill the Mathematics requirement for both the Biology Core Courses and for the Molecular/Cell focus. Students who may need the Physics series for professional program prerequisites are strongly encouraged to consult with their academic advisor when choosing a minor.

Natural History/Field Biology Focus

Core Courses

Choose Four

At least one must be a plant focused course.

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**
- BI 451 Invertebrate Zoology **Credits: 5**

- BI 453 Marine Vertebrates **Credits: 4**
- BI 454 Plant Ecology **Credits: 5**
- BI 461 Conservation Biology **Credits: 4**
- BI 474 Biology of Insects **Credits: 5**

Total Credits: 17-20

Pre-Professional Focus

Core Courses

- Any upper division biology course approved by student's biology adviser (4-5)

Choose One Option

Option A

- BI 334 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 335 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 336 Advanced Human Anatomy and Physiology **Credits: 4**
- CH 451 Biochemistry II **Credits: 3**

Option B

- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 434 Comparative Animal Physiology **Credits: 4**
- CH 451 Biochemistry II **Credits: 3**

Choose One

- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**

Option C

- BI 334 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 335 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 336 Advanced Human Anatomy and Physiology **Credits: 4**

Choose One

- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**

Total Credits: 19-21

Note:

Selection of an option above requires approval from a biology adviser as each option is designed to address specific professional program prerequisites.

Additional math courses may be required for some pre-professional programs. Pre-professional students should consult the appropriate pre-professional biology adviser.

Zoology Focus

Core Courses

Biology of Invertebrates

Choose One

- BI 451 Invertebrate Zoology **Credits: 5**
- BI 474 Biology of Insects **Credits: 5**

Biology of Vertebrates

Choose One

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 453 Marine Vertebrates **Credits: 4**

General Zoology

Choose One

- BI 360 Animal Behavior **Credits: 4**
- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 434 Comparative Animal Physiology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**

Additional Upper Division Biology Credits: 4-5

- Any upper division biology course approved by student's biology adviser (4-5)

Total Credits: 17-19

Business, B.S.

Professor: Bojan Ilievski, Shaun Hansen, Keven Malkewitz,

Associate professor: Rajeeb Poudel

Coordinator: Anna Mahony

Instructor: Christy Hawley

Mission

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

Academic Programs

Learning Outcomes

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

Core Courses

- BA 169Z Data Analysis Using Microsoft Excel **Credits: 4**
- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 213Z Principles of Managerial Accounting **Credits: 4**
- BA 226Z Introduction to Business Law **Credits: 4**
- BA 240 Quantitative Business Methods **Credits: 4**
- **or** MTH 241 Calculus for Social Science I **Credits: 4**
- BA 243 Business Statistics **Credits: 4**
- **or** STAT 243Z Elementary Statistics I **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4**
- BA 315 Financial Management **Credits: 4**
- BA 325 Portfolio Management **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- BA 411 Marketing Strategy **Credits: 4**
- BA 490 Operations Management **Credits: 4**
- BA 491 Strategic Management **Credits: 4**
- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**

Choose One

- EC 318 Money and Banking **Credits: 4**
- EC 319 Public Finance **Credits: 4**
- EC 340 International Trade **Credits: 4**
- EC 344 Labor Economics **Credits: 4**

Upper Division Elective Credits: 22

22 credits in Business, Economics or Entrepreneurship

Within these 22 upper division credits, students wishing to obtain a concentration in Finance, International Business, Management or Marketing will select from designated courses as follow:

Choose One Concentration (Optional)

- Finance Concentration
- International Business Concentration
- Management Concentration
- Marketing Concentration

Total Credits: 90

Note:

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.

Finance Concentration

Core Courses

Choose 12 credits from:

- BA 316 Advanced Financial Management **Credits: 4**
- BA 340 Business Forecasting **Credits: 4**
- BA 420 Securities Analysis **Credits: 4**
- BA 424 Capital Budgeting **Credits: 4**
- BA 427 Small Business Finance **Credits: 4**
- BA 438 Real Estate Investment **Credits: 4**
- BA 478 Topics in Finance **Credits: 4**
- BA 485 International Finance **Credits: 4**

Total Credits: 12

International Business Concentration

Core Courses

Choose 12 credits from:

- BA 484 International Management **Credits: 4**
- BA 485 International Finance **Credits: 4**
- BA 486 International Marketing **Credits: 4**
- BA 487 International Law **Credits: 4**
- EC 340 International Trade **Credits: 4**
- EC 441 International Monetary Economics **Credits: 4**

Total Credits: 12

Management Concentration

Core Courses

Choose 12 credits from:

- BA 391 Human Resource Management **Credits: 4**
- BA 392 Management of Diversity **Credits: 4**
- BA 474 Business Leadership **Credits: 4**

- BA 484 International Management **Credits: 4**
- BA 492 Total Quality Management **Credits: 4**
- BA 495 Organization Design **Credits: 3**
- ENT 330 Planning and Creating New Ventures **Credits: 4**
- ENT 350 Small Business Management **Credits: 4**

Total Credits: 12

Marketing Concentration

Core Courses

- BA 410 Marketing Research **Credits: 4**
- BA 415 Integrated Marketing Communications **Credits: 4**
- BA 435 Consumer Behavior **Credits: 4**

Elective Credits: 9

- BA 311 Personal Selling **Credits: 4**
- BA 345 Digital Marketing **Credits: 4**
- BA 412 New Product Development **Credits: 4**
- BA 414 Sports Marketing **Credits: 4**
- BA 477 Topics in Marketing **Credits: 4**
- BA 486 International Marketing **Credits: 4**
- Experiential Learning (Up to six credits from BA 399, BA 406, BA 407, and BA 409) **Credits:** 1-6

Total Credits: 21

Chemistry Teacher Education, B.S.

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

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

Learning Outcomes

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

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

Core Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**
- CH 312 Analytical Chemistry **Credits: 4**
- CH 334 Organic Chemistry **Credits: 4**
- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- CH 409 Practicum **Credits: 1-9** Credits: 1
- CH 440 Physical Chemistry I **Credits: 4**
- CH 450 Biochemistry I **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**

Choose One

- PH 201 General Physics **Credits: 4**
- PH 202 General Physics **Credits: 4**

Academic Programs

- PH 203 General Physics **Credits: 4**
  or
  PH 211 General Physics with Calculus **Credits: 4**
- PH 212 General Physics with Calculus **Credits: 4**
- PH 213 General Physics with Calculus **Credits: 4**

Choose One

- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**

Total Credits: 68-69

Note:

MTH 112Z is the prerequisite for MTH 251Z. This major does not lead to a chemistry 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.

Chemistry, B.S.

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry, environmental 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 atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning Outcomes

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

All students completing this degree program will earn a Bachelor of Science (BS) degree in Chemistry. Students pursuing this degree are required to maintain a C average in their major coursework. Chemistry majors must complete the chemistry core courses and one chemistry concentration as listed below:

Core Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**
- CH 311 Inorganic Chemistry **Credits: 4**
- CH 312 Analytical Chemistry **Credits: 4**
- CH 334 Organic Chemistry **Credits: 4**
- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- CH 365 Materials Chemistry **Credits: 4**
- CH 407 Seminar **Credits: 1**
- CH 440 Physical Chemistry I **Credits: 4**
- CH 450 Biochemistry I **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**

Choose One Series

- PH 201 General Physics **Credits: 4**
- PH 202 General Physics **Credits: 4**
- PH 203 General Physics **Credits: 4**
  or
  PH 211 General Physics with Calculus **Credits: 4**
- PH 212 General Physics with Calculus **Credits: 4**
- PH 213 General Physics with Calculus **Credits: 4**

Choose One Concentration

- Forensic Chemistry Concentration
- Medicinal Chemistry and Pharmacology Concentration
- Traditional Chemistry Concentration

Total Credits: 88-121

Medicinal Chemistry and Pharmacology Concentration

Core Courses

- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- BI 314 Introductory Genetics **Credits: 4**
- BI 315 Cell Biology **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 451 Biochemistry II **Credits: 3**
- STAT 243Z Elementary Statistics I **Credits: 4**

Elective Credits: 15-16

- BI 330 Plant Physiology **Credits: 5**
- BI 331 General Microbiology **Credits: 4**
- BI 334 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 335 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 336 Advanced Human Anatomy and Physiology **Credits: 4**
- BI 343 Analysis of Biological Data **Credits: 4**
- BI 426 Genes and Development **Credits: 4**
- BI 432 Immunology **Credits: 4**
- BI 437 Neurobiology **Credits: 4**
- CH 247 Foundations of Integrative Medicine **Credits: 4**
- CH 370 Selected Topics in Chemistry **Credits: 1-3**
- CH 401 Research **Credits: 1-3**
- CH 409 Practicum **Credits: 1-9** Credits: 1-3

Total Credits: 47-48

Forensic Chemistry Concentration

Parent Program: Chemistry, B.S.

Core Courses

- BI 314 Introductory Genetics **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 320L Lab: Introduction to Forensic Science **Credits: 0**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 409 Practicum **Credits: 1-9** Credits: 1
- CH 420 Forensic Laboratory Techniques and Documentation **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Choose One

- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- PHL 251 Ethics **Credits: 4**
- PHL 252 Medical Ethics **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- HE 485 Bioethics and Public Health **Credits: 4**

Elective Credits: 8

- BI 315 Cell Biology **Credits: 4**
- BI 331 General Microbiology **Credits: 4**
- BI 343 Analysis of Biological Data **Credits: 4**
- BI 426 Genes and Development **Credits: 4**
- CH 161 Crime Scene Analysis **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 370 Selected Topics in Chemistry **Credits: 1-3**
- CH 401 Research **Credits: 1-3**
- CH 430 Applications of Forensic Science **Credits: 3**
- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 322 Forensic Anthropology **Credits: 4**
- **or** ANTH 322 Forensic Anthropology **Credits: 4**
- CJ 328 Forensic Osteology **Credits: 4**
- CJ 333 Forensic DNA Analysis **Credits: 4**
- CJ 341 Introduction to GIS **Credits: 4**
- CJ 342 Strategic Crime Analysis with GIS **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**
- IS 283 Cybersecurity Fundamentals for Criminal Investigation **Credits: 4**
- IS 373 Computer Security for Criminal Investigation **Credits: 4**

- PSY 336 Introduction to Forensic Psychology **Credits: 4**

Total Credits: 40

Traditional Chemistry Concentration

Core Courses

- CH 401 Research **Credits: 1-3** Credits: 2
- CH 441 Physical Chemistry II **Credits: 4**
- CH 451 Biochemistry II **Credits: 3**
- MTH 254 Multivariate Calculus **Credits: 4**

Elective Credits: 3-4

- Upper Division Chemistry, Physics or Math

Total Credits: 16-17

Communication Studies, B.A.

Professors: Paula Baldwin, Emily Plec, Dana Schowalter
Additional faculty: William Andersen, Matthew Schroder, Sarah Sheldrick

Mission

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

Learning Outcomes

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

Core Courses

Careers in Communication

- COM 109 Career Exploration **Credits: 2**
- COM 309 Career Readiness **Credits: 2**

Foundations Credits: 16

- COM 100Z Introduction to Communication **Credits: 4**
- COM 211 Introduction to Media **Credits: 4**
- COM 212 Advertising and Society **Credits: 4**
- COM 218Z Interpersonal Communication **Credits: 4**
- COM 260 Sport & Social Movements **Credits: 4**
- COM 310 Communicating with Data **Credits: 4**
- COM 321 Influence Through Argument **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 326 Freedom of Speech **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**
- COM 343 Communication in the Information Age **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- COM 405 Human Communication Theory **Credits: 4**
- COM 420 Communication in Organizations **Credits: 4**
- COM 426 Language of the Mass Media **Credits: 4**
- COM 432 Music and Rhetoric **Credits: 4**
- COM 440 Relational Communication **Credits: 4**
- COM 461 Family Communication **Credits: 4**

Message Construction Credits: 16

- COM 111Z Public Speaking **Credits: 4**
- COM 113 Social Media and Digital Advocacy **Credits: 4**
- COM 312 Public Relations Communication **Credits: 4**
- COM 313 Creating Student Media **Credits: 4**
- COM 323 Group Discussion and Leadership **Credits: 4**
- COM 324 Business and Professional Communication **Credits: 4**
- COM 340 Conflict Management **Credits: 4**
- COM 370 Communication Ethics **Credits: 4**
- COM 372 Sports Public Relations **Credits: 4**
- COM 400 Communication and Labor **Credits: 4**
- COM 410 Communication and Event Planning **Credits: 4**
- COM 415 Social Media Campaigns **Credits: 4**
- COM 422 Persuasion **Credits: 4**
- COM 436 Gender Theory and Activism **Credits: 4**
- COM 439 Contemporary U.S. Public Address **Credits: 4**
- COM 442 Communication and Social Change **Credits: 4**
- COM 450 Crisis Communication Management **Credits: 4**
- COM 451 Science Communication **Credits: 4**
- COM 455 Creating Documentary and Digital Films **Credits: 4**

Message Analysis Credits: 16

- COM 236 Contemporary Issues in Media **Credits: 4**
- COM 328 Law and Popular Culture **Credits: 4**
- COM 331 Nonverbal Communication **Credits: 4**

- COM 335 Communication and Gender **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- COM 351 Foundations of Health Communication **Credits: 4**
- COM 360 Sport Communication **Credits: 4**
- COM 402 Race and Resistance Movements **Credits: 4**
- COM 412 Analyzing Popular Culture **Credits: 4**
- COM 416 Communication and Politics **Credits: 4**
- COM 430 Social Media and Culture **Credits: 4**
- COM 431 Nonverbal Deception Detection **Credits: 4**
- COM 435 Rhetoric of the Women's Movement **Credits: 4**
- COM 444 Global Media **Credits: 4**
- COM 446 Critical Media Analysis **Credits: 4**
- COM 462 The Dark Side of Family Communication **Credits: 4**

Elective Credits: 8

Choose from any COM courses not used to fulfill another requirement in the major including, but not limited to:

- COM 199 Special Studies **Credits: 1-16**
- COM 399 Special Studies **Credits: 1-4**
- COM 406 Special Individual Studies **Credits: 1-4**
- COM 407 Seminar **Credits: 1-8**
- COM 408 Workshop **Credits: 1-4**
- COM 409 Internship **Credits: 1-8**

Total Credits: 60

Computer Science & Mathematics, B.S.

Professors: Cheryl Beaver, Jie Liu, Becka Morgan, Matthew Nabity, Thaddeus Shannon
Associate professors: Matthew Ciancetta, Ben Coté

Mission

The Computer Science & Mathematics program provides students with the core concepts in both theoretical and applied aspects of mathematics and computing. Our graduates demonstrate a solid foundation in problem solving, communication, and decision-making skills in computing and mathematical areas. We prepare students for productive careers in analytical fields, and to be lifelong learners who can confidently tackle the challenges of a constantly-innovating marketplace.

Learning Outcomes

1. Use knowledge of the design of complex computational systems to understand their operation, capabilities, and limitations.
2. Apply knowledge and demonstrate skills to design, implement, and document solutions to a wide array of computational problems.
3. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.

Core Courses

Mathematics

- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 253Z Calculus: Sequences and Series **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 344 Group Theory **Credits: 4**
  or
  MTH 311 Advanced Calculus I **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**
  or
  MTH 355 Discrete Mathematics **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**

Choose One

- MTH 337 Geometry **Credits: 4**
- MTH 346 Number Theory **Credits: 4**
- MTH 441 Linear Algebra II **Credits: 4**
  Approved upper division mathematics elective (if MTH 355 is taken as the discrete mathematics option above) Credits: 4

Computer Science

- CS 161 Computer Science I **Credits: 4**
- CS 162 Computer Science II **Credits: 4**
- CS 260 Data Structures **Credits: 4**
- CS 271 Computer Organization **Credits: 4**
- CS 360 Programming Languages **Credits: 4**
- CS 361 Algorithms **Credits: 4**
- CS 364 Information Management **Credits: 4**
- CS 365 Operating Systems **Credits: 4**
- CS 366 Software - Languages and Tools **Credits: 4**
- CS 367 Software Design and Testing **Credits: 4**

Choose One Senior Sequence

- CS 460 Software Engineering I **Credits: 4**
  and
  CS 461 Software Engineering II **Credits: 4**
  and
  CS 462 Software Engineering III **Credits: 4**

  or

Choose 8 Credits:

- MTH 403 Mathematics Senior Capstone **Credits: 1-8**
- MTH 406 Special Topics in Mathematics **Credits: 4**

Total Credits: 92-96

Note:

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, B.A.

Professors: Jie Liu, Becka Morgan, Matthew Nabity, Thaddeus Shannon

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. Communication and Teamwork: Communicate effectively with a wide range of audiences and work effectively within a team.
2. Ethical, Social, and Cultural Awareness: Be aware of and apply knowledge of ethical, social, and cultural issues in the practice of computing.
3. Technical Expertise and Computational Problem Solving: Computing and mathematical foundations, programming, data structures and algorithms, and their application in solving problems.
4. Software Engineering, Design, and Analysis: Software engineering practice; analyze, design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

Core Courses

- CS 160 Survey of Computer Science **Credits: 4**
- CS 161 Computer Science I **Credits: 4**
- CS 162 Computer Science II **Credits: 4**
- CS 260 Data Structures **Credits: 4**
- CS 271 Computer Organization **Credits: 4**
- CS 360 Programming Languages **Credits: 4**
- CS 361 Algorithms **Credits: 4**
- CS 364 Information Management **Credits: 4**
- CS 365 Operating Systems **Credits: 4**
- CS 366 Software - Languages and Tools **Credits: 4**
- CS 367 Software Design and Testing **Credits: 4**
- CS 460 Software Engineering I **Credits: 4**
- CS 461 Software Engineering II **Credits: 4**
- CS 462 Software Engineering III **Credits: 4**
- CS 463 Cybersecurity and Professional Practices **Credits: 4**
- IS 278 Networks **Credits: 4**

Mathematics

- MTH 231 Elements of Discrete Mathematics I **Credits: 4**
  and
  MTH 232 Elements of Discrete Mathematics II **Credits: 4**
  or
  MTH 251Z Differential Calculus **Credits: 4**
  and
  MTH 252Z Integral Calculus **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**

Intellectual and Experiential Breadth Credits: 11-12

Complement your program of study in Computer Science with one (1) of the following:

- Language Study: 11-12 credits (in an additional language or linguistics)
- Writing: 11-12 (choose at least three of the following courses: CS 340, CJ 267, WR 230, WR 300, WR 301, WR 302, WR 400, WR 402, WR 395)
- Cultural Study: 11-12 (choose at least three of the following courses: ANTH 216, ANTH 370, ANTH 372, SSC 201, SOC 206Z, SOC 360, SOC 465, HST 203 , HST 404, HST 405, PS 436)
- System Solutions: 11-12 (choose at least three of the following courses: CJ 444, CS 340, IS 345, IS 350, IS 355, IS 470, SOC 320, SOC 340)
- International Experience or Applied Studies Credits: 11-12 (consult with you advisor

regarding possible programs and credit options, including study abroad, international field schools, practica, internships or independent research)

Total Credits: 87-88

Computer Science, B.A.S./B.S.

Professors: Becka Morgan, Matthew Nabity, Thaddeus Shannon

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. Communication and Teamwork: Communicate effectively with a wide range of audiences and work effectively within a team.
2. Ethical, Social, and Cultural Awareness: Be aware of and apply knowledge of ethical, social, and cultural issues in the practice of computing.
3. Technical Expertise and Computational Problem Solving: Computing and mathematical foundations, programming, data structures and algorithms, and their application in solving problems.
4. Software Engineering, Design, and Analysis: Software engineering practice; analyze, design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

Core Courses

- CS 160 Survey of Computer Science **Credits: 4**
- CS 161 Computer Science I **Credits: 4**
- CS 162 Computer Science II **Credits: 4**
- CS 260 Data Structures **Credits: 4**
- CS 271 Computer Organization **Credits: 4**
- CS 360 Programming Languages **Credits: 4**
- CS 361 Algorithms **Credits: 4**
- CS 364 Information Management **Credits: 4**
- CS 365 Operating Systems **Credits: 4**
- CS 366 Software - Languages and Tools **Credits: 4**
- CS 367 Software Design and Testing **Credits: 4**
- CS 460 Software Engineering I **Credits: 4**
- CS 461 Software Engineering II **Credits: 4**
- CS 462 Software Engineering III **Credits: 4**
- CS 463 Cybersecurity and Professional Practices **Credits: 4**
- IS 278 Networks **Credits: 4**

Computer Science Elective Credits: 8

- Choose courses above CS 370, excluding CS 422, or above IS 370 or above DATA 310

Mathematics

- MTH 231 Elements of Discrete Mathematics I **Credits: 4**
- **and** MTH 232 Elements of Discrete Mathematics II **Credits: 4**
  or
- MTH 251Z Differential Calculus **Credits: 4**
- **and** MTH 252Z Integral Calculus **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**

Total Credits: 84

Note:

Computer Science majors must have a grade of C or better in courses 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.

Creative Media, B.A.

Professors: Dana Schowalter, Daniel Tankersley, Thaddeus Shannon, Darryl Thomas

Mission

Equip learners for multidisciplinary work in creative media, applying critical thinking, cultural awareness, effective communication, and proficiency with key technologies.

Learning Outcomes

1. Develop and apply knowledge of creative media technologies.
2. Critically evaluate the cultural and economic roles of creative media.
3. Integrate writing, design, and media production to produce creative works.

Core Courses

- A 120 Beginning Digital Art & Design **Credits: 4**

- A 220 Introduction to Graphic Design **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**
- A 326 Video **Credits: 4**
- COM 213 Digital Storytelling **Credits: 4**
- COM 313 Creating Student Media **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- MUP 110 Lessons: Audio Production **Credits: 2-4** Credits: 4
- WR 301 Integrating Writing and Design **Credits: 4**

Interactive Media

Choose one course:

- A 323 User Experience Design **Credits: 4**
- CS 195 Fundamentals of Web Design **Credits: 4**

Elective Credits: 18

Choose 18 credits from the following:

- A 308 History of Graphic Design **Credits: 4**
- A 320 Graphic Design: Type & Image **Credits: 4**
- A 321 Graphic Design: Logos & Identity **Credits: 4**
- A 322 Graphic Design: Contemporary Issues **Credits: 4**
- A 323 User Experience Design **Credits: 4**
- A 327 Animation **Credits: 4**
- A 429 Portfolio & Professional Preparation **Credits: 4**
- A 462 Digital Images & Photography II **Credits: 4**
- A 468 Art & Technology Workshop **Credits: 4**
- A 483 Digital Illustration **Credits: 4**
- COM 113 Social Media and Digital Advocacy **Credits: 4**
- COM 211 Introduction to Media **Credits: 4**
- COM 212 Advertising and Society **Credits: 4**
- COM 236 Contemporary Issues in Media **Credits: 4**
- COM 312 Public Relations Communication **Credits: 4**
- COM 415 Social Media Campaigns **Credits: 4**
- COM 446 Critical Media Analysis **Credits: 4**
- COM 455 Creating Documentary and Digital Films **Credits: 4**
- CS 135 JavaScript **Credits: 4**
- CS 195 Fundamentals of Web Design **Credits: 4**
- D 451 Dance Production **Credits: 3**
- D 451L Dance Production Lab **Credits: 1**
- D 456 Choreography for the Camera **Credits: 3**
- D 460 Dance and Technology **Credits: 3**
- DATA 434 Data Visualization **Credits: 4**
- ENT 330 Planning and Creating New Ventures **Credits: 4**
- ENT 381 Creativity and Entrepreneurs **Credits: 1**
- ICS 112 Career Exploration **Credits: 2**
- ICS 113 Finding and Preparing for Internship **Credits: 2**
- MUP 110 Lessons: Audio Production **Credits: 2-4**
- MUP 310 Lessons: Audio Production **Credits: 2-4**
- MUS 208 Music in Film **Credits: 3**
- MUS 421 Music Media Production I **Credits: 3**
- MUS 422 Music Media Production II **Credits: 3**
- MUS 423 Music Media Production III **Credits: 3**
- SPAN 385 Introduction to Translation and Interpreting **Credits: 4**
- SPAN 486 Spanish Translation Practicum **Credits: 4**
- TA 112 Introduction to Film **Credits: 3**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 330 Script Writing **Credits: 4**
- TA 348 Lighting Design **Credits: 4**
- TA 370 Acting For The Camera **Credits: 4**
- WR 401 Writing Across Media **Credits: 4**

Capstone

Two terms of preparing and producing multidisciplinary creative capstone project.

- CA 404 Creative Media Capstone **Credits: 4** Credits: 8

Total Credits: 66

Note:

Upper division requirement: total credits in the major must include at least 36 credits in 300-/400-level courses.

Criminal Justice, B.A.S.

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

Mission

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

Learning Outcomes

1. Explain and analyze the role of each component of the criminal justice field and how they relate to each other.

2. Analyze and articulate the multitude of issues, theories, policies, practices and current challenges related to the ethical administration of justice in a free society.
3. Apply basic theories and practices in real world contexts.
4. Analyze and articulate the impact of race and other forms of societal marginalization on the fair application of justice in a diverse society.

Core Courses

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 214 The Juvenile Justice System **Credits: 4**
- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- CJ 252 American Courts **Credits: 4**
- CJ 267 Criminal Justice Communications **Credits: 4**
- CJ 310 Report Writing **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- CJ 327 Research Methods in Criminal Justice **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 407 Senior Capstone Seminar **Credits: 4**
- CJ 409 Practicum **Credits: 4-8** Credits: 4
- CJ 425 Program Evaluation/Participation **Credits: 4**
- CJ 427 Quantitative Methods in Criminal Justice **Credits: 4**
- CJ 444 Restorative Justice **Credits: 4**
- CJ 445 Race and Justice **Credits: 4**
- CJ 446 Cultural Competency in Criminal Justice **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- CJ 453 Corrections **Credits: 4**

Total Credits: 76

Note:

Criminal Justice majors normally complete a practicum as part of their degree. Students must have an overall GPA of 2.67 in order to participate in a practicum. Students who do not have a GPA of 2.67 by their senior year, must either petition to partake in a practicum, or, in consultation with their faculty adviser, select classes that will be substituted for their practicum credits.

Criminal Justice, B.S.

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

Mission

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

Learning Outcomes

1. Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
2. Analyze and articulate the multitude of issues, theories, policies, practices and current challenges related to the ethical administration of justice in a free society.
3. Apply basic theories and practices in real world contexts.
4. Analyze and articulate the impact of race and other forms of societal marginalization on the fair application of justice in a diverse society

Core Courses

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 214 The Juvenile Justice System **Credits: 4**
- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- CJ 225 Substance Abuse: Causes, Enforcement, Prevention **Credits: 4**
- CJ 252 American Courts **Credits: 4**
- CJ 267 Criminal Justice Communications **Credits: 4**
- CJ 311 Community-Oriented Crime Prevention **Credits: 4**
- CJ 327 Research Methods in Criminal Justice **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 345 Justice Systems Across Cultures **Credits: 4**
- CJ 407 Senior Capstone Seminar **Credits: 4**
- CJ 409 Practicum **Credits: 4-8** Credits: 4
- CJ 427 Quantitative Methods in Criminal Justice **Credits: 4**
- CJ 445 Race and Justice **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- CJ 453 Corrections **Credits: 4**
- CJ 454 Parole and Probation **Credits: 4**
- CJ 459 Victimology **Credits: 4**

Total Credits: 76

Cybercrime, Investigation and Enforcement, B.S.

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel

Academic Programs

Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl
Coordinator: Mari Sakiyama

Mission

Provide students with essential conceptual knowledge and skills to prevent, investigate, and enforce cybercrimes and cyberthreats. This program combines elements of law enforcement, computer investigative, legal, and security skills, forensics, and other related fields in the study of crime prevention and response to various crimes occurring in the cyber world. Graduates of the program will be well prepared for traditional and emerging positions related to prevention, investigation, and enforcement of crime generally, and cyber-related crimes more specifically.

Program Learning Outcomes

In this program, students will be able to:

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime

Core Courses

Criminal Justice

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**

Cybercrime Investigation and Enforcement

- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CIE 407 Capstone Seminar in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 409 Cybercrime Investigation and Enforcement Practicum **Credits: 4-8**
- CIE 425 Contemporary Issues on Cybercrime and Cybersecurity **Credits: 4**

Information Systems

- IS 283 Cybersecurity Fundamentals for Criminal Investigation **Credits: 4**
- IS 373 Computer Security for Criminal Investigation **Credits: 4**
- IS 473 Network Security for Criminal Investigation **Credits: 4**
- IS 474 Ethical Hacking for Criminal Investigation **Credits: 4**

Elective Credits: 16

Additionally, select 16 upper division credits from CS 122, CS 133, CS 160 or any upper division CJ, CIE, CS, or IS except CS 422. This may include additional 4 credits of CIE 409.

Total Credits: 72

Dance, B.A.

Professors: Timothy Cowart, 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. degree in Dance includes academic courses, performance opportunities and choreographic experiences geared entirely for the undergraduate student seeking a career in dance or a dance-related field.

Learning Outcomes

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

Core Courses

- D 240 Wellness for Dancers **Credits: 3**
- D 260 Dance Improvisation **Credits: 3**
- D 340 Conditioning for Dancers **Credits: 2**
- D 351 Dance Composition I **Credits: 3**
- D 352 Dance Composition II **Credits: 3**
- D 390 Kinesiology for Dance **Credits: 3**
- D 451 Dance Production **Credits: 3**
- D 451L Dance Production Lab **Credits: 1**
- D 455 Advanced Choreography **Credits: 3**
- D 491 Creative Dance for Children **Credits: 3**
- D 494 Dance Teaching Methods **Credits: 3**

Choose Two

- D 252 Latin Dances Around The World **Credits: 3**
- D 453 Ballet History **Credits: 3**
- D 454 Evolution of Modern Dance **Credits: 3**

Dance Technique

- D 270 Dance Partnering **Credits: 2**

Choose Six

- D 280 Intermediate Modern Dance - 1 **Credits: 2**
- D 281 Intermediate Modern Dance - 2 **Credits: 2**
- D 282 Intermediate Modern Dance - 3 **Credits: 2**
- D 380 Pre-Advanced Modern Dance - 1 **Credits: 2**
- D 381 Pre-Advanced Modern Dance - 2 **Credits: 2**
- D 382 Pre-Advanced Modern Dance - 3 **Credits: 2**
- D 480 Advanced Modern Dance - 1 **Credits: 2**
- D 481 Advanced Modern Dance - 2 **Credits: 2**
- D 482 Advanced Modern Dance - 3 **Credits: 2**

Choose Five

- D 285 Intermediate Ballet - 1 **Credits: 2**
- D 286 Intermediate Ballet - 2 **Credits: 2**
- D 287 Intermediate Ballet - 3 **Credits: 2**
- D 385 Pre-Advanced Ballet - 1 **Credits: 2**
- D 386 Pre-Advanced Ballet - 2 **Credits: 2**
- D 387 Pre-Advanced Ballet - 3 **Credits: 2**
- D 485 Advanced Ballet - 1 **Credits: 2**
- D 486 Advanced Ballet - 2 **Credits: 2**
- D 487 Advanced Ballet - 3 **Credits: 2**

Choose Four

- D 277 Intermediate Hip-Hop - 1 **Credits: 2**
- D 278 Intermediate Hip-Hop - 2 **Credits: 2**
- D 279 Intermediate Hip-Hop - 3 **Credits: 2**
- D 288 Intermediate Jazz Dance - 1 **Credits: 2**
- D 289 Intermediate Jazz Dance - 2 **Credits: 2**
- D 290 Intermediate Jazz Dance - 3 **Credits: 2**

Choose One Concentration (Optional)

- Dance Education and Studio Management Concentration
- Dance Film and Technology Concentration
- Dance Performance and Choreography Concentration

Total Credits: 68-80

Dance Education and Studio Management Concentration

Advisers: Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

Core Courses

- D 300 Human Movement Analysis **Credits: 3**
- D 320 Dance Studio Management **Credits: 3**
- D 406 Independent Studies in Dance **Credits: 1-3** Credits: 3
- D 409 Internship **Credits: 1-3** Credits: 3

Total Credits: 12

Dance Film and Technology Concentration

Advisers: Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

Core Courses

- D 406 Independent Studies in Dance **Credits: 1-3** Credits: 3
- D 409 Internship **Credits: 1-3** Credits: 3
- D 456 Choreography for the Camera **Credits: 3**
- D 460 Dance and Technology **Credits: 3**

Total Credits: 12

Dance Performance and Choreography Concentration

Advisers: Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

Core Courses

- D 300 Human Movement Analysis **Credits: 3**
- D 399 Special Studies: Dance Concert and/or Musical **Credits: 1-3** Credits: 3
- D 406 Independent Studies in Dance **Credits: 1-3** Credits: 3
- D 409 Internship **Credits: 1-3** Credits: 3

Total Credits: 12

Data Analytics, B.A.S./B.S.

Professors: Becka Morgan, Matthew Nabity, Thaddeus Shannon

Academic Programs

The Data Analytics program prepares students to thrive in the constantly evolving field of working with big data. The field is interdisciplinary by nature and is built on a foundation of Mathematics, Computer Science, Information Systems and Data Analytics courses. This program emphasizes the applied practice of data analytics techniques for solving problems in the real world.

Learning Outcomes

1. Use relevant technology for the analysis of large, complex, or messy data sets to design, implement, and evaluate analytics-based solutions.
2. Use quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.
3. Collect, analyze and assess evidence to reach informed conclusions and judgments.

Core Courses

Statistics

- BA 243 Business Statistics **Credits: 4**
  or
  STAT 243Z Elementary Statistics I **Credits: 4**

Computer Science

- CS 133 Introduction to Python Programming **Credits: 4**
- CS 375 Numerical Methods for Computational Science **Credits: 4**
- CS 436 Dynamic Systems Simulation **Credits: 4**

Information Systems

- IS 240 Information Management I **Credits: 4**
- IS 301 Information Systems Automation **Credits: 4**
- IS 340 Information Management II **Credits: 4**
- IS 345 Systems Analysis **Credits: 4**

Data Analytics

- DATA 101 Foundations of Data Analytics **Credits: 4**
- DATA 310 Data Science Methods **Credits: 4**
- DATA 432 Introduction to Data Analytics **Credits: 4**
- DATA 434 Data Visualization **Credits: 4**
- DATA 436 Learning from Data **Credits: 4**
- DATA 438 Analysis of Social and Economic Networks **Credits: 4**
- DATA 471 Advanced Techniques for Data Analytics **Credits: 4**

Capstone

- DATA 472 Data Analytics Project Development **Credits: 4**
  or
  DATA 473 Data Analytics Project Deployment **Credits: 4**
- IS 470 Project Management **Credits: 4**
- **or** IS 475 Project Implementation **Credits: 4**

Total Credits: 68

Note

Data Analytics students 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.

Earth and Environmental Science, B.A.

Professors: Stephen Taylor, Jeffrey Templeton
Associate professor: David Szpakowski

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.

Core Courses

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- CH 104Z Introduction to Chemistry **Credits: 5**
- CH 124Z Introduction to Chemistry Lab **Credits: 0**
- ES 301 Earth Materials **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 491 Sedimentary Systems I **Credits: 4**
- ES 497 Senior Seminar **Credits: 2**
- MTH 110 Applied College Mathematics **Credits: 4**

Choose Three Fundamental Earth and Environmental Science Courses

- ES 104 Exploring Earth and Environmental Science **Credits: 4**
- ES 105 Discoveries in Earth and Environmental Science **Credits: 4**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**

Choose Five Upper Division Earth Science Courses

- ES 302 Quantitative Methods **Credits: 3**
- ES 321 Structural Geology **Credits: 4**
- ES 322 Geomorphology and Aerial Photo Interpretation **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 343 Remote Sensing **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 450 Petrology **Credits: 4**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 486 Petroleum Geology **Credits: 4**
- ES 492 Advanced GIS Applications in Earth Science **Credits: 4**
- ES 493 Sedimentary Systems II **Credits: 4**

Choose Two Upper Division Environmental Science Courses

- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- ES 320 Medical Geology **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 360 Earth Resources and the Environment **Credits: 4**
- ES 390 Basic Meteorology **Credits: 3**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- SUST 321 Field Geography **Credits: 4**
- SUST 370 Energy, Environment and Society **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**
- SUST 390 Global Climate Change **Credits: 4**

Total Credits: 68-71

Note:

Completion of the B.A. in Earth and Environmental Science qualifies graduates to begin the process of professional licensure as registered geologists in the state of Oregon. Students should confer with their advisor for specific coursework that best fits their career objectives.

Earth and Environmental Science, B.S.

Professors: Stephen Taylor, Jeffrey Templeton
Associate professor: David Szpakowski

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.

Core Courses

- ES 301 Earth Materials **Credits: 4**
- ES 302 Quantitative Methods **Credits: 3**
- ES 321 Structural Geology **Credits: 4**
- ES 322 Geomorphology and Aerial Photo Interpretation **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 491 Sedimentary Systems I **Credits: 4**
- ES 497 Senior Seminar **Credits: 2**

Choose Three Fundamental Earth and Environmental Science Courses

- ES 104 Exploring Earth and Environmental Science **Credits: 4**
- ES 105 Discoveries in Earth and Environmental Science **Credits: 4**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**

If not pursuing Pre-Graduate Studies concentration also complete:

Not required for students pursuing the Pre-Graduate Studies Concentration.

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- CH 104Z Introduction to Chemistry **Credits: 5**
- CH 124Z Introduction to Chemistry Lab **Credits: 0**
- MTH 111Z Precalculus I: Functions **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Choose Four Upper-Division Earth Science Courses

- ES 331 Introduction to Oceanography **Credits: 3**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 343 Remote Sensing **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 450 Petrology **Credits: 4**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 486 Petroleum Geology **Credits: 4**
- ES 492 Advanced GIS Applications in Earth Science **Credits: 4**
- ES 493 Sedimentary Systems II **Credits: 4**

Choose Two Upper-Division Environmental Science Courses

- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- ES 320 Medical Geology **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 360 Earth Resources and the Environment **Credits: 4**
- ES 390 Basic Meteorology **Credits: 3**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- SUST 321 Field Geography **Credits: 4**
- SUST 370 Energy, Environment and Society **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**
- SUST 390 Global Climate Change **Credits: 4**

Concentration (Optional)

- Pre-Graduate Studies Concentration

Total Credits: 76-108

Note:

Completion of the B.S. in Earth and Environmental Science qualifies graduates to begin the process of professional licensure as registered geologists in the state of Oregon. Students should confer with their advisor for specific coursework that best fits their career objectives.

Pre-Graduate Studies Concentration

Core Courses

- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 450 Petrology **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 493 Sedimentary Systems II **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**

Choose One Physics Sequence

- PH 201 General Physics **Credits: 4**
  and
  PH 202 General Physics **Credits: 4**
  and
  PH 203 General Physics **Credits: 4**
  or
  PH 211 General Physics with Calculus **Credits: 4**
  and
  PH 212 General Physics with Calculus **Credits: 4**
  and
  PH 213 General Physics with Calculus **Credits: 4**

Choose Four Upper-Division Earth Science Electives

- ES 343 Remote Sensing **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 360 Earth Resources and the Environment **Credits: 4**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- ES 486 Petroleum Geology **Credits: 4**
- ES 492 Advanced GIS Applications in Earth Science **Credits: 4**

Total Credits: 71

Note:

To pursue graduate studies in geoscience, students may need to complete an additional 4- to 6-credit field geology course, depending on chosen program at host graduate institution. Students should confer with their advisor for specific electives that best fits their graduate school objectives.

Economics & Mathematics, B.S.

Professors: Cheryl Beaver, Zenon Zygmont
Associate professors: Matthew Ciancetta, Ben Coté

Mission

Provides students with a solid foundation in the mathematical disciplines necessary to develop a deeper understanding of domestic and international economic and social problems. The program aims to prepare a student to enter directly into the business sector equipped with skills that are in high demand.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
3. Demonstrate effective communications of economic and mathematical concepts.

Economics & Mathematics, B.S.

Professors: Cheryl Beaver, Bojan Ilievski, Matthew Nabity, Zenon Zygmont
Associate professors: Matthew Ciancetta, Ben Coté

Mission

Provides students with a solid foundation in the mathematical disciplines necessary to develop a deeper understanding of domestic and international economic and social problems. The program aims to prepare a student to enter directly into the business sector equipped with skills that are in high demand.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
3. Demonstrate effective communications of economic and mathematical concepts.

Core Courses

Economics

- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- EC 311 Intermediate Microeconomics I **Credits: 4**
- EC 312 Intermediate Microeconomics II **Credits: 4**
- EC 313 Intermediate Macroeconomics **Credits: 4**
- EC 315 Econometric Analysis and Report Writing **Credits: 4**

Mathematics

- MTH 251Z Differential Calculus **Credits: 4** *
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**

Economics Elective Credits: 8

Approved upper-division Economics electives

Choose Two Mathematics Electives

- MTH 314 Differential Equations **Credits: 4**
- MTH 351 Introduction to Numerical Analysis **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**
- MTH 358 Mathematical Modeling **Credits: 4**
- MTH 363 Operations Research **Credits: 4**

Academic Programs

Economics/Mathematics Capstone Project

- EC 413 Economics and Mathematics Capstone I **Credits: 2**
  or
  MTH 413 Economics and Mathematics Capstone I **Credits: 2**
- EC 414 Economics and Mathematics Capstone II **Credits: 2**
  or
  MTH 414 Economics and Mathematics Capstone II **Credits: 2**

Total Credits: 72

Note:

*MTH 112Z is the prerequisite for MTH 251Z. Economics & Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Economics & Mathematics, B.S.

Professors: Cheryl Beaver, Zenon Zygmont
Associate professors: Matthew Ciancetta, Ben Coté

Mission

Provides students with a solid foundation in the mathematical disciplines necessary to develop a deeper understanding of domestic and international economic and social problems. The program aims to prepare a student to enter directly into the business sector equipped with skills that are in high demand.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
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Economics & Mathematics, B.S.

Professors: Cheryl Beaver, Matthew Nabity, Zenon Zygmont
Associate professors: Matthew Ciancetta, Ben Coté

Mission

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Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
3. Demonstrate effective communications of economic and mathematical concepts.

Core Courses

Economics

- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- EC 311 Intermediate Microeconomics I **Credits: 4**
- EC 312 Intermediate Microeconomics II **Credits: 4**
- EC 313 Intermediate Macroeconomics **Credits: 4**
- EC 315 Econometric Analysis and Report Writing **Credits: 4**

Mathematics

- MTH 251Z Differential Calculus **Credits: 4** *
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**

Economics Elective Credits: 8

Approved upper-division Economics electives

Choose Two Mathematics Electives

- MTH 314 Differential Equations **Credits: 4**
- MTH 351 Introduction to Numerical Analysis **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**
- MTH 358 Mathematical Modeling **Credits: 4**
- MTH 363 Operations Research **Credits: 4**

Economics/Mathematics Capstone Project

- EC 413 Economics and Mathematics Capstone I **Credits: 2**
  or
  MTH 413 Economics and Mathematics Capstone I **Credits: 2**

- EC 414 Economics and Mathematics Capstone II **Credits: 2**
  or
  MTH 414 Economics and Mathematics Capstone II **Credits: 2**

Total Credits: 72

Note:

*MTH 112Z is the prerequisite for MTH 251Z. Economics & Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Economics, B.A.S./B.S.

Professors: Zenon Zygmont

Mission

Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

Learning Outcomes

1. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
2. Demonstrate quantitative literacy in the context of economic behavior.
3. Use appropriate writing methods to effectively communicate economic concepts.

Core Courses

- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- EC 311 Intermediate Microeconomics I **Credits: 4**
- EC 312 Intermediate Microeconomics II **Credits: 4**
- EC 313 Intermediate Macroeconomics **Credits: 4**
- EC 315 Econometric Analysis and Report Writing **Credits: 4**
- MTH 110 Applied College Mathematics **Credits: 4**
- **or** MTH 111Z Precalculus I: Functions **Credits: 4**

Choose One

- BA 243 Business Statistics **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Upper Division Economics Credits: 20

Upper Division Economics Courses.

Electives Credits: 8

Electives may be lower division courses and courses from other departments and divisions, but they must be approved by an Economics Department adviser.

Total Credits: 60

Education Studies (Non-Licensure), B.S.

Coordinator: Dana Ulveland

Mission

Prepare those students interested in a career in the field of education but not necessarily classroom teaching. This non-licensure program prepares individuals for positions requiring expertise in formal and non-formal learning and educational settings that do not require licensure. Provides students with a solid liberal arts foundation along with a strong background in educational theory and practice.

Learning Outcomes

1. Develop an understanding of educational policies, structures and practices and the institutions and contextual factors that influence them.
2. Develop pedagogical knowledge, expertise in culturally and linguistically responsive practice and skill in innovative uses of technology.
3. Become a reflective, dynamic and educational leader.

Major Includes Coursework in Four Areas:

- Content area focus outside of education (15)
- Educational Foundations (19-20)
- Educational Methods (26-32)
- Reflective Practice (4)

Core Courses

Content Area Focus Outside of Education Credits: 15

Choose a minimum of 15 credits from one academic area outside of Education. Courses must be approved by an Education academic adviser.

Educational Foundations

- ED 200 Foundations of Education **Credits: 4**
- **or** ED 220 Introduction to Early Childhood Education **Credits: 4**

- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 4**

- ED 231 Typical & Atypical Development **Credits: 4**
  or
  ED 233 Applied Adolescent Learning and Development **Credits: 4**
  or
  ED 242 Applied Children's Learning and Development **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**
  or
  ED 259 Special Education and Inclusive Communities **Credits: 4**
- CSE 486 Emerging Technologies in Teaching and Learning **Credits: 4**
  or
  ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**

Educational Method Credits: 26-32

Choose Four

- ARE 433 Art Education **Credits: 3**
  and
  MUE 318 Elementary Music Methods **Credits: 3**
- ED 482 Sociopolitical Foundations of ESOL and Bilingual Education **Credits: 4**
  and
  HE 351 School Health Programs Elementary **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**
  and
  LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**
- ED 325 Teaching Science and STEM in the Elementary Classroom **Credits: 4**
  and
  GS 325 Learning Science Through Scientific Practices **Credits: 3**
- ED 353 Elementary Mathematics Methods **Credits: 4**
  and
  MTH 396 Elementary Problem Solving **Credits: 4**
- ED 352 Elementary Social Studies Methods **Credits: 4**
  and
  PS 375 Scope and Methods of Political Science **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
  This course would be beneficial to educators in part because of its focus on analysis of primary sources appropriate for course content.
  and
  SOC 390 Critique of Education and Critical Pedagogy **Credits: 3**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
  and
  ED 483 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom **Credits: 4**
- ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) **Credits: 3**
  and
  ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 4**
  or
  ED 354 ECE Numeracy & Mathematics **Credits: 3**

Reflective Practice: 4

- ED 407 Non-Licensure Seminar **Credits: 4**

Total Credits: 64-71

Education, Early Childhood/Elementary Teaching Preparation, B.S.

Professors: Carmen Cáceda, Kenneth Carano, Maria Dantas-Whitney, Mark Girod, Xiaopeng Gong, Rachel Harrington, Melanie Landon-Hays, Marie LeJeune, Dana Ulveland, Alicia Wenzel
Associate professors: Jaclyn Caires-Hovey, Ya-fang Cheng, Shari Hopkins, Kristen Pratt, Cindy Ryan, Greg Zobel
Assistant professors: Danielle Lane
Instructional faculty: Amy Bowden, Rachel Frazier, Coley Lehman, Mandy Olsen, Micah Walker, Marcus Wenzel

Mission

Principled upon educational equity, cultural sensitivity, professionalism and an intellectually vital community. Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Learning Outcomes

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills and dispositions necessary for attaining high achievement for all PK-12 students.
2. Create a climate where diversity is valued.
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the Division of Education and Leadership representatives for more information. The College of Education's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 200, ED 220, ED 240.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of

maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

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

Age 3 through grade eight in an elementary school only.

Core Courses

Test requirements: passing score on all required tests. See wou.edu/educationtests.

Creative Arts

- ARE 433 Art Education **Credits: 3**
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 4**

Education

- ED 200 Foundations of Education **Credits: 4**
- ED 231 Typical & Atypical Development **Credits: 4**
  or
  ED 242 Applied Children's Learning and Development **Credits: 4**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 260 Sociopolitical Foundations of the Diverse Classroom **Credits: 4**
- ED 325 Teaching Science and STEM in the Elementary Classroom **Credits: 4**
- ED 352 Elementary Social Studies Methods **Credits: 4**
- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**

Health

- HE 351 School Health Programs Elementary **Credits: 4**

Humanities/Language Arts

Choose One

- ED 349 Language Knowledge for the Critical Elementary Practitioner **Credits: 4**
- LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**

Choose One

- LING 209 Introduction to Language Study **Credits: 4**
- LING 214 Linguistics and Education **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**

Choose One

- LIT 101 Topics in Literature **Credits: 4**
- LIT 102 Literary Genres **Credits: 4**

Mathematics

- MTH 211 Foundations of Elementary Mathematics I **Credits: 4**
- MTH 212 Foundations of Elementary Mathematics II **Credits: 4**
- MTH 213 Foundations of Elementary Mathematics III **Credits: 4**

Choose One

- MTH 111Z Precalculus I: Functions **Credits: 4**
- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 4**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 4**
- MTH 394 Geometry and Measurement for Elementary and Middle School Teachers **Credits: 4**
- MTH 396 Elementary Problem Solving **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Physical Education

- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**

Psychology

- 3-4 credits of Psychology

Science

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- ED 376 Teaching Science Through STEM Perspectives **Credits: 4**
  or
  GS 325 Learning Science Through Scientific Practices **Credits: 3**

Choose One

- ES 104 Exploring Earth and Environmental Science **Credits: 4**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**

Social Science

Choose One

- SUST 101 Sustainable World **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**

Choose Two

- HST 201Z United States History I **Credits: 4**
- HST 202Z United States History II **Credits: 4**
- HST 203Z United States History III **Credits: 4**

Choose One

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**

Optional Concentration

- Special Education Concentration

Initial Licensure

Education majors are required to complete all pre-education courses (all 200, 300 and 400 level with a grade of B- or better) required for the major (early childhood only, early childhood/elementary, elementary/middle, middle/high or high only) prior to entry to the education core.

Requirements for admission into the professional education core include: (1) a minimum overall (or last 90 hours) GPA of 2.75, (2) a minimum GPA of 3.0 in education coursework and (3) for middle and high preparations a minimum of 3.0 in endorsement area content courses.

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.

Professional Education Core

Term I

- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 4**
- ED 443 Supporting Language, Literacy and Culture **Credits: 4**
- ED 446 Environments for Diverse Learners **Credits: 4**

Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 444 Content Literacy **Credits: 4**
  Classroom Management Methods:
  SPED Concentration students complete:
- SPED 423 Behavior Supports **Credits: 3**
  All other students complete:
- ED 450 Designing and Managing Equitable Classroom Communities **Credits: 4**

Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 150-163

Special Education Concentration

The Special Education Concentration is a pathway that results in an endorsement recommendation to the Oregon Teachers Standards and Practices Commission. To complete the concentration and obtain the endorsement complete the following in addition to your Education, Elementary Teaching Preparation.

Core Courses

- SPED 421 Assessment and Evaluation in Special Education **Credits: 4**
- SPED 423 Behavior Supports **Credits: 4**
  Complete SPED 423 in place of ED 450 in Initial Licensure requirements.
- SPED 424 Inclusive Practices: Methods for Supporting Exceptional Learners **Credits: 4**
- SPED 446 Law and Special Education **Credits: 4**
- SPED 448 Special Education Practicum **Credits: 1-3**
  Credits: 3

Total Credits: 19

Education, Elementary/Middle Level Teaching Preparation, B.S.

Professors: Carmen Cáceda, Kenneth Carano, Maria Dantas-Whitney, Mark Girod, Xiaopeng Gong, Melanie Landon-Hays, Marie LeJeune, Dana Ulveland, Alicia Wenzel
Associate professors: Jaclyn Caires-Hovey, Ya-fang Cheng, Shari Hopkins, Kristen Pratt, Cindy Ryan, Greg Zobel, Jessica Dougherty
Assistant professors: Danielle Lane

Instructional faculty: Amy Bowden, Rachel Frazier, Coley Lehman, Mandy Olsen, Micah Walker, Marcus Wenzel

Mission

Principled upon educational equity, cultural sensitivity, professionalism and an intellectually vital community.

Academic Programs

Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Learning Outcomes

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills and dispositions necessary for attaining high achievement for all PK-12 students.
2. Create a climate where diversity is valued.
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the Division of Education and Leadership representatives for more information. The College of Education's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 200, ED 240.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

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

Grade three through grade nine in an elementary or middle level school only.

Core Courses

Test requirements: passing score on all required tests. See wou.edu/educationtests.

Education

- ED 200 Foundations of Education **Credits: 4**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 4**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 260 Sociopolitical Foundations of the Diverse Classroom **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**

Choose One

- ED 233 Applied Adolescent Learning and Development **Credits: 4**
- ED 242 Applied Children's Learning and Development **Credits: 4**

Note:

Additional methods classes must be taken by focus area. See each focus area below for required methods courses for each focus area.

Health

- HE 415 Child and Adolescent Health **Credits: 4**

Humanities/Language Arts

Choose One

- LING 214 Linguistics and Education **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**

Choose One

- LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**
- LING 315 Structure of English **Credits: 4**

Choose One

- LIT 101 Topics in Literature **Credits: 4**
- LIT 102 Literary Genres **Credits: 4**

Mathematics

- MTH 211 Foundations of Elementary Mathematics I **Credits: 4**
- MTH 212 Foundations of Elementary Mathematics II **Credits: 4**
- MTH 213 Foundations of Elementary Mathematics III **Credits: 4**

Choose One

- MTH 111Z Precalculus I: Functions **Credits: 4**
- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 4**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 4**
- MTH 394 Geometry and Measurement for Elementary and Middle School Teachers **Credits: 4**
- MTH 396 Elementary Problem Solving **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Psychology

- 3-4 credits of psychology

Science

- BI 101 General Biology: The Diversity of Life **Credits: 4**

- ED 325 Teaching Science and STEM in the Elementary Classroom **Credits: 4**
- ES 104 Exploring Earth and Environmental Science **Credits: 4**
  or
  ES 106 Oceans, Atmosphere and the Environment **Credits: 4**

Social Science

Choose One

- SUST 101 Sustainable World **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**

Choose Two

- HST 201Z United States History I **Credits: 4**
- HST 202Z United States History II **Credits: 4**
- HST 203Z United States History III **Credits: 4**

Choose One

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**

Choose One Focus Area

Choose one focus area from: Language Arts, Science, Mathematics, Regional Geography, United States History, European History, Basic Political Science or American Government - see below.

Language Arts

- COM 325 Intercultural Communication **Credits: 4**
  or
  COM 342 Media Literacy **Credits: 4**
- LIT 240 British Literature **Credits: 4**
- LIT 250 American Literature **Credits: 4**
- LIT 260 Global Literature **Credits: 4**

Methods

- ED 325 Teaching Science and STEM in the Elementary Classroom **Credits: 4**
  or
  ED 352 Elementary Social Studies Methods **Credits: 4**
- ED 353 Elementary Mathematics Methods **Credits: 4**

Science

Credits: 12

- BI 317 Vertebrate Natural History **Credits: 5**
- BI 360 Animal Behavior **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**
- CH 361 Energy, Resources and the Environment **Credits: 3**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 390 Basic Meteorology **Credits: 3**
- GS 114 Essentials of Physical Science **Credits: 4**
  or
  PH 201 General Physics **Credits: 4**
- GS 351 Elements of Astronomy **Credits: 3**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

Mathematics

Choose Three

Cannot be same courses used to meet other requirements.

- MTH 111Z Precalculus I: Functions **Credits: 4**
  and
  Two other upper division math courses
- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 4**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 4**
  or
  STAT 243Z Elementary Statistics I **Credits: 4**
- MTH 394 Geometry and Measurement for Elementary and Middle School Teachers **Credits: 4**
- MTH 396 Elementary Problem Solving **Credits: 4**
- MTH 398 Discrete Mathematics for Elementary and Middle School Teachers **Credits: 3**
- MTH 492 Abstract Algebra for Middle School Teachers **Credits: 3**
- MTH 494 Geometry for Middle School Teachers **Credits: 3**
- MTH 495 Calculus Concepts for Middle School Teachers **Credits: 3**

Methods

- ED 325 Teaching Science and STEM in the Elementary Classroom **Credits: 4**
  or
  ED 352 Elementary Social Studies Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

Regional Geography

- GEOG 371 Mexico and Central America **Credits: 4**
- GEOG 421 The Changing American West **Credits: 4**
- SUST 313 The Pacific Northwest **Credits: 4**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

United States History

Choose Three

Three upper division United States history courses selected from:

- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 477 Civil War and Reconstruction **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 482 United States 1914-1945 **Credits: 4**
- HST 483 Cold War America **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**
- HST 490 Wests of Early America **Credits: 4**
- HST 491 Western U.S.: 20th Century Issues **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

European History

Choose Three

Three upper division European history courses selected from:

- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 414 British History to 1300 **Credits: 4**
- HST 415 British History to the 18th Century **Credits: 4**
- HST 418 The Reformation **Credits: 4**
- HST 419 Early Modern Europe **Credits: 4**
- HST 422 Germany: The 19th Century **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 424 Postwar German History **Credits: 4**
- HST 425 Modern France: Revolution and Napoleon **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**
- HST 427 Modern France: 20th Century **Credits: 4**
- HST 431 Russia to Peter the Great **Credits: 4**
- HST 432 Imperial Russia **Credits: 4**
- HST 433 Soviet Russia **Credits: 4**
- HST 436 History of Modern Paris **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 447 The Early Middle Ages **Credits: 4**
- HST 448 The High Middle Ages **Credits: 4**
- HST 449 The Late Middle Ages **Credits: 4**
- HST 451 The Crusades **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

Basic Political Science

- PS 201 American National Government **Credits: 4**
- Two upper division Political Science courses

Choose One

- PS 202 State and Local Government **Credits: 4**
- PS 203 International Relations **Credits: 4**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

American Government

- PS 201 American National Government **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 469 Congress and the Presidency **Credits: 4**

Choose One

- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**

- PS 419 American Presidential Elections **Credits: 4**

Methods

- ED 353 Elementary Mathematics Methods **Credits: 4**
- ED 374 Teaching Reading and Writing in the Elementary Classroom **Credits: 4**

Initial Licensure

Education majors are required to complete all pre-education courses (all 200, 300 and 400 level with a grade of B- or better) required for the major (early childhood only, early childhood/elementary, elementary/middle, middle/high or high only) prior to entry to the education core.

Requirements for admission into the professional education core include: (1) a minimum overall (or last 90 hours) GPA of 2.75, (2) a minimum GPA of 3.0 in education coursework and (3) for middle and high preparations a minimum of 3.0 in endorsement area content courses.

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.

Professional Education Core

Term I

- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 4**
- ED 434 Content Pedagogy I **Credits: 3 or 4**
- ED 443 Supporting Language, Literacy and Culture **Credits: 4**
- ED 446 Environments for Diverse Learners **Credits: 4**

Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3 or 4**
- ED 444 Content Literacy **Credits: 4**
- ED 450 Designing and Managing Equitable Classroom Communities **Credits: 4**

Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 152-162

Education, Inclusive Early Childhood Education, B.S.

Associate professors: Ya-Fang Cheng, Cindy Ryan

Mission

Prepares skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse young children and their families. The Early Childhood Studies program is grounded in the principles of educational equity and inclusion, social justice, reflective practice, and the development of diverse leaders in the field of early childhood. We are committed to facilitating the learning and development of our early childhood practitioners who, in turn, will successfully affect the learning and development of diverse young children from birth to 8years.

Learning Outcomes

1. Develop reflective early childhood professionals who are advocates for young children and their families.
2. Create an inclusive climate where diversity is valued.
3. Demonstrate evidence of appropriate knowledge, skills and dispositions needed to provide quality care of early education for all young children (birth-8yrs.) 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).

Education, Early Childhood Studies, B.S.

Core Courses

- ED 220 Introduction to Early Childhood Education **Credits: 4**
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 231 Typical & Atypical Development **Credits: 4**
- ED 235 Literature for the Young Child **Credits: 4**
- ED 245 Designing Early Childhood Environments (birth-4th grade) **Credits: 4**
- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 280 Infant and Toddler Development **Credits: 4**

- ED 323 Motor Development in Inclusive Early Childhood Education **Credits: 4**
- ED 342 Learning through Play: Theory, Practice, & Purposes **Credits: 4**
- ED 347 Foundations of Early Literacy **Credits: 4**
- ED 355 Emergent Numeracy & Mathematical Thinking **Credits: 4**
- ED 367 Inclusive Science & Social Studies in Early Childhood **Credits: 4**
- ED 382 Foundations of Infant Mental Health **Credits: 4**
- ED 459 Language and Communication Growth in Diverse Early Learners **Credits: 4**
- ED 463 Family Partnerships and Home Visiting in Early Childhood Education **Credits: 4**
- ED 474 Collaborative Practice in Inclusive Early Childhood **Credits: 4**
- ED 479 Fostering Biliteracy in ESOL/Bilingual Classrooms: Latin America **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- SPED 424 Inclusive Practices: Methods for Supporting Exceptional Learners **Credits: 4**

Outside of Education Elective Credits: 17

Working closely with their advisor, students will choose electives (outside education) that support their career path that may include, but are not limited to:

- ASL 101 American Sign Language I **Credits: 3-4**
- ASL 102 American Sign Language II **Credits: 3-4**
- ASL 103 American Sign Language III **Credits: 3-4**
- ASL 201 American Sign Language IV **Credits: 4**
- ASL 202 American Sign Language V **Credits: 4**
- ASL 203 American Sign Language VI **Credits: 4**
- HST 201Z United States History I **Credits: 4**
- HST 202Z United States History II **Credits: 4**
- HST 203Z United States History III **Credits: 4**
- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PSY 201Z Introduction to Psychology I **Credits: 4**
- PSY 202Z Introduction to Psychology II **Credits: 4**
- PSY 218 Psychological Foundations of Education **Credits: 3**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 328 Mental Health **Credits: 4**
- PSY 334 Social Psychology **Credits: 4**
- PSY 336 Introduction to Forensic Psychology **Credits: 4**
- PSY 349 Introduction to Behavior Modification **Credits: 4**
- PSY 350 Evolutionary Psychology **Credits: 4**
- PSY 360 Cognitive Psychology **Credits: 4**
- PSY 390 Theories of Learning **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**

Professional Education Core

The professional education core includes three terms of intensive classes and clinical experiences organized in the following fashion:

Term I

- ED 403 EC Studies Seminar I **Credits: 1**
- ED 422 Early Childhood Studies Clinical Experience I **Credits: 3**
- ED 467 Inclusive Technology in Early Childhood **Credits: 4**
- SPED 421 Assessment and Evaluation in Special Education **Credits: 4**
- SPED 446 Law and Special Education **Credits: 4**

Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 423 Early Childhood Studies Clinical Experience II **Credits: 3-6**
- SPED 423 Behavior Supports **Credits: 4**
- SPED 433 Instructional Methods for Young Children with Extensive Support Needs **Credits: 4**

Term III

- ED 424 Early Childhood Studies Clinical Experience III **Credits: 3-6**
- ED 428 Early Childhood Seminar III: Capstone & Work Sample **Credits: 4**
- ED 489 Leadership in Early Childhood **Credits: 4**

Total Credits: 137-143

Education, Middle Level/High School Teaching Preparation, B.S.

Professors: Carmen Cáceda, Kenneth Carano, Maria Dantas-Whitney, Mark Girod, Xiaopeng Gong, Rachel Harrington, Melanie Landon-Hays, Marie LeJeune, Dana Ulveland, Alicia Wenzel
Associate professors: Jaclyn Caires-Hovey, Ya-fang Cheng, Shari Hopkins, Kristen Pratt, Cindy Ryan, Greg Zobel
Assistant professors: Danielle Lane
Instructional faculty: Amy Bowden, Rachel Frazier, Coley Lehman, Mandy Olsen, Micah Walker, Marcus Wenzel

Mission

Academic Programs

Principled upon educational equity, cultural sensitivity, professionalism and an intellectually vital community. Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of PK-12 students in schools.

Learning Outcomes

The program prepares caring, competent professionals who:

1. Demonstrate evidence of appropriate content knowledge, skills and dispositions necessary for attaining high achievement for all PK-12 students.
2. Create a climate where diversity is valued.
3. Successfully affect the learning and development of PK-12 students in schools.

There are special requirements for admission to the education programs. Contact the Division of Education and Leadership representatives for more information. The College of Education's Policy Analysis and Review Committee establishes policies and standards that students must meet before being admitted to teacher education courses. Students may explore their interest in teaching during their freshman and sophomore years by enrolling in ED 200, ED 240.

The university has found it necessary to evaluate a person's background to determine his or her likelihood of maintaining standards of professional conduct necessary in the discipline. An evaluation may take into consideration current performance as well as past experiences and actions that could affect a student's ability to perform in the particular course or program.

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

Grade five through grade 12 in a middle level or high school only.

Core Courses

Middle level/high school teaching majors are required to have successfully completed each of the following before entry into the professional core:

- ED 200 Foundations of Education **Credits: 4**
- ED 233 Applied Adolescent Learning and Development **Credits: 4**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 260 Sociopolitical Foundations of the Diverse Classroom **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**

Middle Level/High School Teaching Preparations

Test requirements: passing score on all required tests. See wou.edu/educationtests. For programs in academic specialty areas, see listings under the academic area:

- Biology Teacher Education, B.S.
- Chemistry Teacher Education, B.S.
- Integrated Science Teacher Education, B.S.
- Language Arts Teacher Education, B.S.
- Mathematics Teacher Education, B.S.
- School Health Teacher Education, B.S.
- Social Science Teacher Education, B.S.
- Spanish Teacher Education, B.S.

Initial Licensure

Education majors are required to complete all pre-education courses (all 200, 300 and 400 level with a grade of B- or better) required for the major (early childhood only, early childhood/elementary, elementary/middle, middle/high or high only) prior to entry to the education core.

Requirements for admission into the professional education core include: (1) a minimum overall (or last 90 hours) GPA of 2.75, (2) a minimum GPA of 3.0 in education coursework and (3) for middle and high preparations a minimum of 3.0 in endorsement area content courses.

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.

Professional Education Core

Term I

- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 4**
- ED 434 Content Pedagogy I **Credits: 3 or 4**
- ED 446 Environments for Diverse Learners **Credits: 4**

Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3 or 4**
- ED 444 Content Literacy **Credits: 4**
- ED 450 Designing and Managing Equitable Classroom Communities **Credits: 4**

Academic Programs

Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 124-150

English, B.A.

Professors: Henry Hughes, Gavin Keulks, Katherine Schmidt, Robert Troyer
Associate professor: Ryan Topper

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.

Learning Outcomes: Foundations

1. Develop basic understanding of the nature of language and of the appropriate methods for language inquiry /analysis.
2. Develop the skills required to write persuasive, coherent explications of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation for writing effective critical essays.
3. Develop familiarity with the key issues in writing studies.

Core Courses

- LIT 230 Introduction to Literary Studies **Credits: 4**
- LIT 240 British Literature **Credits: 4**
- LIT 250 American Literature **Credits: 4**
- LIT 260 Global Literature **Credits: 4**
- WR 230 Introduction to Writing Studies **Credits: 4**
- WR 395 Professional Concerns **Credits: 4**

Additional Requirements

- One course in Professional Writing, from:
- WR 227Z Technical Writing **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**
- WR 301 Integrating Writing and Design **Credits: 4**
- WR 302 Editing and Style for Writers **Credits: 4**
- WR 303 Topics in Public and Professional Writing **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**
- One course in Creative Writing, from:
  - WR 260 Creative Writing Fiction **Credits: 4**
  - WR 360 Fiction Workshop **Credits: 4**
  - WR 361 Poetry Workshop **Credits: 4**
  - WR 363 Creative Nonfiction Workshop **Credits: 4**
  - WR 364 Topics in Creative Writing **Credits: 4**
- One course in Literary History or Genre, from:
  - LIT 330 Literary History **Credits: 4**
  - LIT 340 Genre Studies **Credits: 4**
- 24 additional upper-division credits in WR/LIT/LING*
  *At least one course from LING 310, LING 312, LING 315. At least one course in WR. At least two courses must be 400-level.

Total Credits: 60

Ethnic Studies, B.A.

Professors: Kenneth Carano, Maureen Dolan, Michael McGlade, Mary Pettenger
Associate Professors: Kathleen Connolly, Jaime Marroquin, Ricardo Pelegrin Taboada

Mission

A major in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The major empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit organizations, industry, media and academic institutions.

Learning Outcomes

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts.
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment.
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices.

Core Courses

- ANTH 216 Cultural Anthropology **Credits: 4**

- ETH 201 Introduction to Ethnic Studies **Credits: 4**
- ETH 202 Introduction to Cultural Studies **Credits: 4**
- ETH 409 Practicum **Credits: 4**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**

Choose One

- ETH 405 Capstone **Credits: 4**
  or
  ETH 409 Practicum **Credits: 4** (2nd practicum)

Choose One Concentration

Option 1:

- African American and African Studies Concentration
- Chicanx/Latinx Studies and Latin American Studies Concentration
- Global Ethnicities Studies Concentration
- Indigenous Studies Concentration

Option 2:

- Intersectionality Studies Concentration

Students select a diversity of courses, totaling 12 credits, from the Option 1 Ethnic Studies concentrations that reflect individual interests, future career and academic goals in consultation with their advisor.

Elective Credits: 24

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. Students must take at least 36 upper-division credits in the major.

Total Credits: 60

African American and African Studies Concentration

Core Courses

Elective Credits: 12

- ANTH 380 Africa **Credits: 4**
- ANTH 381 African Film & Society **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 443 Jewish North Africa **Credits: 4**
- HST 444 Colonial North Africa **Credits: 4**
- HST 445 Postcolonial North Africa **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 477 Civil War and Reconstruction **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- LIT 381 African Literature **Credits: 4**
- PS 464 Government and Politics of Africa **Credits: 4**
- SOC 434 African American Studies: Social Issues, Social Movements **Credits: 3**
- Depending on content ETH 407 Seminar **Credits: 1-4** Credits: 4

Total Credits: 12

Chicanx/Latinx Studies and Latin American Studies Concentration

Core Courses

Elective Credits: 12

- GEOG 371 Mexico and Central America **Credits: 4**
- HUM 328 Introduction to Latino/Chicano Literature **Credits: 4**
- HUM 340 Hispanic Culture and Civilization: Mexico **Credits: 4**
- HUM 342 Introduction to Chicano/Latino Life and Culture **Credits: 4**
- HST 450 Crime and Society in Latin America **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 485 Race and Ethnicity in Latin America **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**
- PS 459 Government and Politics of Latin America **Credits: 4**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SOC 450 Latin American Society **Credits: 4**
- Depending on content ETH 407 Seminar **Credits: 1-4** Credits: 4

Total Credits: 12

Global Ethnicities Studies Concentration

Core Courses

Elective Credits: 12

- A 404 Art History: Non-Western Art **Credits: 4**
- ANTH 213 Language and Culture **Credits: 4**
- ANTH 369 Evolution of Ethnographic Film **Credits: 4**
- ANTH 372 Social Constructions of Race **Credits: 4**
- ANTH 374 Cultures of South Asia **Credits: 4**
- ANTH 376 Cultures of South Asia **Credits: 4**
- ANTH 388 Transnational Migration **Credits: 4**
- BA 392 Management of Diversity **Credits: 4**
- CJ 372 Social Constructions of Race **Credits: 4**
- CJ 445 Race and Justice **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 402 Race and Resistance Movements **Credits: 4**
- CS 312 Social History of Computing **Credits: 4**
- D 251 Dance and World Cultures **Credits: 3**
- ED 260 Sociopolitical Foundations of the Diverse Classroom **Credits: 4**
- GEOG 370 Human Migration **Credits: 4**
- GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood **Credits: 4**
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 463 Modern East Asia **Credits: 4**
- HST 495 Arab World in Transition **Credits: 4**
- PS 203 International Relations **Credits: 4**
- PS 204 Governments of the World **Credits: 4**
- PS 457 Government and Politics of Europe and Asia **Credits: 4**
- PS 465 Government and Politics of the Middle East **Credits: 4**
- PS 471 Immigration Politics and Policy **Credits: 4**
- PS 473 Globalization Issues **Credits: 4**
- PSY 487 Cross-Cultural Psychology **Credits: 4**
- R 460 Comparative Religion **Credits: 4**
- SOC 400 Globalization and Development **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- SUST 330 Sustainability and Social Justice **Credits: 4**
- Depending on content ETH 407 Seminar **Credits: 1-4** Credits: 4

Total Credits: 12

Indigenous Studies Concentration

Core Courses

Elective Credits: 12

- ANTH 374 Cultures of South Asia **Credits: 4**
- ANTH 376 Cultures of South Asia **Credits: 4**
- ANTH 494 Northwest Native Nations **Credits: 4**
- CJ 438 Native Americans, Culture and the Criminal Justice System **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 485 Race and Ethnicity in Latin America **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**
- PS 425 Native American Politics and Policy **Credits: 4**
- SOC 436 Native American/Asian American Studies: Social Issues, Social Movements **Credits: 3**
- SUST 313 The Pacific Northwest **Credits: 4**
- SUST 385 Nature in the American West **Credits: 4**
- Depending on content ETH 407 Seminar **Credits: 1-4**

Total Credits: 12

Intersectionality Studies Concentration

Students select a diversity of courses, totaling 12 credits, from the Option 1 Ethnic Studies concentrations that reflect individual interests, future career and academic goals in consultation with their advisor.

Total Credits: 12

Exercise Science, B.S.

Professors: Jeffrey Armstrong, Laura Ellingson-Sayen, Jennifer Taylor-Winney
Assistant professor: Dimitrios Athanasiadis

Mission

The mission of the exercise science program at WOU is to equip and motivate students to apply a bio-

mechanical-psycho-social approach to preventing chronic diseases and promoting wellbeing among individuals in our communities. We aim to inspire students to become agents of change and contribute to a healthier and happier society.

Learning Outcomes

1. The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual, environmental, and task constraints.
2. The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.
3. The graduate will demonstrate appropriate professional skills and ethics.
4. The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

Core Courses

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- BI 231Z Human Anatomy and Physiology I **Credits: 4**
- BI 231L Lab: Human Anatomy and Physiology I **Credits: 0**
- BI 232Z Human Anatomy and Physiology II **Credits: 4**
- BI 232L Lab: Human Anatomy and Physiology II **Credits: 0**
- BI 233Z Human Anatomy and Physiology III **Credits: 4**
- BI 233L Lab: Human Anatomy and Physiology III **Credits: 0**
- EXS 230 Foundations of Exercise Science **Credits: 4**
- EXS 250 Motor Behavior **Credits: 4**
- EXS 270 Sociological and Psychological Aspects of Physical Activity **Credits: 4**
- EXS 372 Biomechanics **Credits: 4**
- EXS 373 Physiology of Exercise **Credits: 4**
- EXS 444 Lifespan Adapted Physical Activity **Credits: 4**
- EXS 465 Motivational Interviewing **Credits: 4**
- **or** EXS 488 Exercise Motivation and Adherence **Credits: 4**
- EXS 490 Research Methods **Credits: 4**

Choose One Professional Concentration

- Fitness and Human Performance Concentration
- Pre-Clinical Concentration
- Individualized Concentration

Total Credits: 76

Note:

Exercise science majors must have a grade of C- or better in courses used to satisfy requirements of the major.

Fitness and Human Performance Concentration

Core Courses

- EXS 345 Foundations of Strength Training and Conditioning **Credits: 4**
- EXS 426 Sports & Exercise Nutrition **Credits: 4**
- EXS 477 Advanced Programming for Sport and Fitness **Credits: 4**
- EXS 498 Exercise Science Internship and Capstone **Credits: 4**

Elective Credits: 12

- Elective credits require advisor approval and must have an EXS prefix.
- Electives can include, but are not limited to:
- EXS 383 Kinesiology **Credits: 4**
- EXS 409 Practicum **Credits: 1-12**
- EXS 410 Sport Ethics **Credits: 4**
- EXS 453 Pathophysiology and Exercise **Credits: 4**
- EXS 455 Physical Activity & Aging **Credits: 4**
- EXS 460 Therapeutic Exercises: Foundations and Techniques **Credits: 4**
- EXS 465 Motivational Interviewing **Credits: 4**
- EXS 484 Advanced Topics in Biomechanics **Credits: 4**
- EXS 485 Exercise Testing and Prescription **Credits: 4**
- EXS 487 Advanced Topics in Physiology of Exercise **Credits: 4**
- EXS 488 Exercise Motivation and Adherence **Credits: 4**

Total Credits: 28

Pre-Clinical Concentration

Core Courses

- EXS 383 Kinesiology **Credits: 4**
- EXS 453 Pathophysiology and Exercise **Credits: 4**
- EXS 485 Exercise Testing and Prescription **Credits: 4**
- EXS 498 Exercise Science Internship and Capstone **Credits: 4**

Elective Credits: 12

- Elective credits require advisor approval and must have an EXS prefix.
- Electives can include, but are not limited to:
- EXS 345 Foundations of Strength Training and Conditioning **Credits: 4**
- EXS 409 Practicum **Credits: 1-12**
- EXS 410 Sport Ethics **Credits: 4**
- EXS 426 Sports & Exercise Nutrition **Credits: 4**
- EXS 455 Physical Activity & Aging **Credits: 4**
- EXS 460 Therapeutic Exercises: Foundations and Techniques **Credits: 4**
- EXS 465 Motivational Interviewing **Credits: 4**
- EXS 477 Advanced Programming for Sport and Fitness **Credits: 4**
- EXS 484 Advanced Topics in Biomechanics **Credits: 4**
- EXS 487 Advanced Topics in Physiology of Exercise **Credits: 4**
- EXS 488 Exercise Motivation and Adherence **Credits: 4**

Total Credits: 28

Individualized Concentration

Core Courses

- EXS 498 Exercise Science Internship and Capstone **Credits: 4**

Elective Credits: 24

- In consultation with their advisor, students can select a diversity of courses totaling 24 credits.
- 12 credits must have an EXS prefix.
- Courses can include, but are not limited to:
- EXS 345 Foundations of Strength Training and Conditioning **Credits: 4**
- EXS 383 Kinesiology **Credits: 4**
- EXS 409 Practicum **Credits: 1-12**
- EXS 410 Sport Ethics **Credits: 4**
- EXS 426 Sports & Exercise Nutrition **Credits: 4**
- EXS 453 Pathophysiology and Exercise **Credits: 4**
- EXS 455 Physical Activity & Aging **Credits: 4**
- EXS 460 Therapeutic Exercises: Foundations and Techniques **Credits: 4**
- EXS 465 Motivational Interviewing **Credits: 4**
- EXS 477 Advanced Programming for Sport and Fitness **Credits: 4**
- EXS 484 Advanced Topics in Biomechanics **Credits: 4**
- EXS 485 Exercise Testing and Prescription **Credits: 4**
- EXS 487 Advanced Topics in Physiology of Exercise **Credits: 4**
- EXS 488 Exercise Motivation and Adherence **Credits: 4**

Total Credits: 28

Gerontology: Aging and Older Adulthood, B.A.S./B.S.

Professor: Melissa Cannon

Assistant professor: LB Bouchard

Dual appointed professor: Rob Winningham

Mission

Provide students with a multidisciplinary foundation of core knowledge and skills in aging and older adulthood drawn from the fields of gerontology, psychology, social work, health, political science, communications, and business. Students will gain competence in accessing, evaluating, and integrating sources of knowledge within the field. They will develop and refine essential skills through service-learning and practicum experiences. Graduates will apply such knowledge and skills in a manner consistent with an understanding of professional standards and practice.

Learning Outcomes

1. Identify the needs of older adults and assess different approaches to address those needs.
2. Explain the cognitive, physical and social changes associated with older adulthood.
3. Apply perspectives from two or more disciplines to understand the needs of older adults.

Core Courses

- GERO 200 The Aging Self: Your Pathway Through Adulthood **Credits: 4**
- GERO 320 Introduction to Aging **Credits: 4**
- GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood **Credits: 4**
- GERO 350 Chronic Illness and Long-Term Care **Credits: 4**
- GERO 360 Cognitive and Physical Changes in Aging **Credits: 4**
- GERO 410 Practicum in Gerontology I **Credits: 4**
- GERO 411 Practicum in Gerontology II **Credits: 6**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 460 Housing, Services, and Supports for Older Adults in Their Communities **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Types of Dementia **Credits: 4**
- PSY 201Z Introduction to Psychology I **Credits: 4**

Academic Programs

Elective Credits: 12

Choose Three

- GERO 120 Medical Terminology I **Credits: 4**
- GERO 407 Seminar **Credits: 1-12**
- GERO 415 Aging in Our Physical and Social Environments **Credits: 4**
- GERO 420 Global Aging **Credits: 4**
- GERO 425 Reminiscence, Life Review, and Aging **Credits: 4**
- GERO 484 Death, Dying and Grief **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 461 Psychopharmacology **Credits: 4**
- PSY 483 Adulthood and Aging **Credits: 4**

Total Credits: 58

Graphic Design, B.A.

Professors: Jennifer Bracy, Michael Freeman, Jodie Garrison, Rebecca McCannell, Daniel Tankersley
Associate professors: Mary Harden, Peter Hoffeker-Mejia

Mission

To foster creative thinking, technique, critical inquiry, and visual literacy for application to art and design. Students engage art and design practices in a studio atmosphere, bringing together form, materials, and meaning to create expressive work. The curriculum integrates a variety of media and technologies. It emphasizes aesthetic awareness, collaboration, problem solving, innovation, and visual communication. An amalgamation of studio practices, art history, and contemporary theory provide contextual basis for creativity. The program equips students with a framework for understanding their place and role as artists and designers in an ever-changing world. Campus galleries exhibit student and professional work, contributing to the cultural environment of the campus and region. Applied projects empower students to address issues that impact their local, global, and online communities.

Learning Outcomes

1. Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
2. Engage in the world through critical inquiry and design process and analyze art and design in context.
3. Integrate vision, language, form, and materials for communication and self-expression.

Core Courses

- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 116 Beginning Design: Three-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**

Art History Courses

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**

200-Level Studio Courses

- A 220 Introduction to Graphic Design **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**

200-Level Studio Elective Credits: 8

- Minimum 8 additional credits of 200-level Art & Design studio courses.*

*Many upper division studio courses require specific 200-level courses as prerequisites. Plan with and advisor.

Upper Division Core Courses

- A 308 History of Graphic Design **Credits: 4**
- A 311 Creativity and Idea Generation **Credits: 4**
- A 323 User Experience Design **Credits: 4**
- A 326 Video **Credits: 4**

Choose Two

- A 320 Graphic Design: Type & Image **Credits: 4**
- A 321 Graphic Design: Logos & Identity **Credits: 4**
- A 322 Graphic Design: Contemporary Issues **Credits: 4**

Upper Division Elective Credits: 12

- Minimum of 12 additional credits from the following 300- and/or 400-level Art & Design elective courses (not to include those taken for Core above):
- A 320 Graphic Design: Type & Image **Credits: 4**
- A 321 Graphic Design: Logos & Identity **Credits: 4**
- A 322 Graphic Design: Contemporary Issues **Credits: 4**
- A 327 Animation **Credits: 4**
- A 383 Illustration: Technique & Narrative **Credits: 4**
- A 412 Practicum **Credits: 1-6**
- A 421 Graphic Design: Print Systems **Credits: 4**

- A 422 Graphic Design: Advanced Topics **Credits: 4**
- A 425 Interactive Media: Contemporary Issues **Credits: 4**
- A 430 Digital Drawing from Observation **Credits: 4**
- A 462 Digital Images & Photography II **Credits: 4**
- A 468 Art & Technology Workshop **Credits: 4**
- A 483 Digital Illustration **Credits: 4**

Capstone

- A 429 Portfolio & Professional Preparation **Credits: 4**

Total Credits: 84

History, B.A.

Professors: David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen
Associate professors: Elizabeth Swedo, Ricardo Pelegrin Taboada

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.

Core Courses

- HST 104 World History: The Ancient and Classical World **Credits: 4**
- HST 105 World History: Expanding Societies **Credits: 4**
- HST 106 World History: The Modern World **Credits: 4**
- HST 420 Philosophies of History **Credits: 4**
- HST 499 Senior Seminar **Credits: 4**

Choose Two:

- HST 201Z United States History I **Credits: 4**
- HST 202Z United States History II **Credits: 4**
- HST 203Z United States History III **Credits: 4**

Elective Credits: 36

Select at least two courses from four of the five focus areas below and an additional 4 credits of history electives or other electives approved by your advisor.

Consult a History Department adviser in developing your plan. This may include HST 407 seminars on topical/regional areas offered on a periodic basis. With prior approval from their History Department adviser, students may plan a program that includes up to 4 hours of social science electives relevant to their focus areas in history to complete the 36-credit sequence.

FOCUS AREAS:

- Africa/Latin America
- Comparative/Methods
- East and West Asia
- Europe/Russia
- North American Studies

Senior Seminar Projects:

Students will work with history faculty to develop a capstone project for their Senior Seminar. In consultation with History Department faculty, students may select to do a thesis paper or an internship or practicum. Both thesis and internship students will work with History Department advisers, across their senior year, completing their capstone projects in the History Senior Seminar (HST 499) in the spring term. HST 420 should be taken the winter term preceding HST 499. In HST 420, the student will explore the theoretical foundations of the discipline of history that will become the basis for the HST 499 senior capstone project.

Students planning on pursing graduate work are encouraged to complete the thesis option, for which students use a research paper created in an upper division history course at WOU as a foundation for their Senior Seminar thesis. These students will revise and expand this topical paper, completing it in HST 499. For internship capstone projects, students engage in research and writing related to their internship topics in HST 420. They then complete their practicum or internships with community partners and integrate their experiences and their research in writing in HST 499.

Total Credits: 64

Africa/Latin America

Core Courses

- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 443 Jewish North Africa **Credits: 4**
- HST 444 Colonial North Africa **Credits: 4**
- HST 445 Postcolonial North Africa **Credits: 4**
- HST 446 Pandemics and Crises in Latin America **Credits: 4**

- HST 450 Crime and Society in Latin America **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 457 The Cuban Revolution **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- HST 485 Race and Ethnicity in Latin America **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**

Comparative/Methods

Core Courses

- HST 110 Detecting the Past: Critical Thinking with Historical Sources **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
- HST 313 Dissent and Revolution in East Europe **Credits: 4**
- HST 400 The Viking World **Credits: 4**
- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 406 Archival Science **Credits: 4**
- HST 408 Oral History **Credits: 4**
- HST 410 Introduction to Public History **Credits: 4**
- HST 411 World Problems **Credits: 4**
- HST 437 World War II in Film **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 446 Pandemics and Crises in Latin America **Credits: 4**
- HST 451 The Crusades **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- HST 459 Medieval Saints & Sinners: The History of the Medieval Church **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 489 Environmental History **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- HST 497 History of Fascism **Credits: 4**

East and West Asia

Core Courses

- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 463 Modern East Asia **Credits: 4**
- HST 495 Arab World in Transition **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**

Europe/Russia

Core Courses

- HST 313 Dissent and Revolution in East Europe **Credits: 4**
- HST 400 The Viking World **Credits: 4**
- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 414 British History to 1300 **Credits: 4**
- HST 415 British History to the 18th Century **Credits: 4**
- HST 418 The Reformation **Credits: 4**
- HST 419 Early Modern Europe **Credits: 4**
- HST 422 Germany: The 19th Century **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 424 Postwar German History **Credits: 4**
- HST 425 Modern France: Revolution and Napoleon **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**
- HST 427 Modern France: 20th Century **Credits: 4**
- HST 431 Russia to Peter the Great **Credits: 4**
- HST 432 Imperial Russia **Credits: 4**
- HST 433 Soviet Russia **Credits: 4**
- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 436 History of Modern Paris **Credits: 4**

- HST 437 World War II in Film **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 447 The Early Middle Ages **Credits: 4**
- HST 448 The High Middle Ages **Credits: 4**
- HST 449 The Late Middle Ages **Credits: 4**
- HST 451 The Crusades **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**
- HST 459 Medieval Saints & Sinners: The History of the Medieval Church **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- HST 497 History of Fascism **Credits: 4**

North American Studies

Core Courses

- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 417 Topics in African American History **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 477 Civil War and Reconstruction **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 482 United States 1914-1945 **Credits: 4**
- HST 483 Cold War America **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**
- HST 489 Environmental History **Credits: 4**
- HST 490 Wests of Early America **Credits: 4**
- HST 491 Western U.S.: 20th Century Issues **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**

Humanities, B.A.

Mission

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

Learning Outcomes

1. Creatively integrate and apply perspectives from multiple Humanities disciplines to understand language, culture, literary art, and/or religious and philosophical thought.
2. Critically analyze ideas and language in several Humanities disciplines.
3. Effectively communicate concepts studied in Humanities disciplines in writing and/or speech, adapting to meet the needs of multiple audiences.

Core Courses

Courses in two or more of the following areas: Communication (COM), English (ENG, LING, LIT, WR), Humanities (HUM), Modern Languages (FR, GL, ML, SPAN), or Philosophy and Religious Studies (PHL, R). The focus areas in the major should be determined with the help of an advisor.

- At least five courses total in each of two areas;
- At least four of the five courses must be upper division courses, for a minimum of 12 credits upper division per area;
- To reach 60 total credits, electives from any of the five humanities areas may be included in the plan;
- First-year language courses will not count in the major.

Required: 36 upper division credits, including HUM 450 Senior Capstone (1)

Total Credits: 60

Information Systems, B.A.S./B.S.

Professors: Jie Liu, Becka Morgan, Matthew Nabity, Thaddeus Shannon

Mission

The Information Systems degree bridges the study of business and information systems and is less theoretical than the computer science major. An academic focus is placed on the practical application of technology in support of business operation, management and decision making. Graduates receive a solid foundation in enterprise computing. Enterprise computing encompasses various types of enterprise software required to support an organization's operations and goals. We are committed to preparing graduates to become productive employees.

Learning Outcomes

1. Design and implement information system solutions to meet organizational needs.

2. Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
3. Manage ongoing information system operations.

Core Courses

- IS 240 Information Management I **Credits: 4**
- IS 270 Operating Systems **Credits: 4**
- IS 278 Networks **Credits: 4**
- IS 301 Information Systems Automation **Credits: 4**
- IS 340 Information Management II **Credits: 4**
- IS 345 Systems Analysis **Credits: 4**
- IS 350 Enterprise Architecture **Credits: 4**
- IS 355 Strategy, Acquisition and Management **Credits: 4**
- IS 440 Systems Administration **Credits: 4**
- IS 470 Project Management **Credits: 4**
- IS 475 Project Implementation **Credits: 4**
- MTH 231 Elements of Discrete Mathematics I **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Choose One

- CS 123 Introduction to Information Systems **Credits: 4**
- CS 160 Survey of Computer Science **Credits: 4**

Choose One

- One CS prefix course numbered in the range 130 through 139 inclusive
- CS 161 Computer Science I **Credits: 4**

Choose either the Concentration or Elective Credits

Concentration

- Cybersecurity Concentration
- IS: Geographic Information Systems Concentration

Elective Credits: 16

At least 12 upper division credits.

- Approved electives include any IS course or CS course above CS 123
  and/or
  BA 211Z Principles of Financial Accounting **Credits: 4**
- MTH 232 Elements of Discrete Mathematics II **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Total Credits: 76

Note:

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.

Cybersecurity Concentration

Core Courses

- CS 271 Computer Organization **Credits: 4**
- IS 370 Ethical Hacking **Credits: 4**
- IS 485 Introduction to Computer Security **Credits: 4**
- IS 486 Network Security **Credits: 4**

Total Credits: 16

Note:

Cybersecurity Concentration students 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.

IS: Geographic Information Systems Concentration

Core Courses

- ES 340 Geospatial Techniques **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 343 Remote Sensing **Credits: 4**

Total Credits: 16

Note

Information Systems Geographic Information Systems Concentration 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.

Students completing the GIS Concentration are not eligible for the GIS Certificate program.

Academic Programs

Integrated Science Teacher Education, B.S.

Professors: Jeffrey Templeton

Mission

Prepares and trains students to become effective middle and high school teachers in the area of general science, physical science and Earth and space science.

Learning Outcomes

1. Develop content knowledge in biology, chemistry, physics and Earth/space science that is directly applicable to middle and high school level science teaching.
2. Integrate fundamental concepts across a range of science disciplines and recognize the relevance of science to the broader world.
3. Acquire reasoning and problem-solving skills through coursework and participation in authentic scientific investigations that are appropriate for future secondary level educators.

Core Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 390 Basic Meteorology **Credits: 3**
- GS 351 Elements of Astronomy **Credits: 3**
- MTH 112Z Precalculus II: Trigonometry **Credits: 4**
- **or** MTH 251Z Differential Calculus **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Choose One Sequence

- PH 201 General Physics **Credits: 4**
  and
  PH 202 General Physics **Credits: 4**
  and
  PH 203 General Physics **Credits: 4**
  or
  PH 211 General Physics with Calculus **Credits: 4**
  and
  PH 212 General Physics with Calculus **Credits: 4**
  and
  PH 213 General Physics with Calculus **Credits: 4**

Choose One

- BI 314 Introductory Genetics **Credits: 4**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 324 Comparative Vertebrate Anatomy **Credits: 5**
- BI 330 Plant Physiology **Credits: 5**
- BI 357 General Ecology **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**

Choose One

- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 365 Materials Chemistry **Credits: 4**

Choose One

- ES 320 Medical Geology **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**

Total Credits: 82-84

Note:

This program, in isolation, does not lead to a degree in Integrated Science Teacher Education but may lead to an education degree upon 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.

Interdisciplinary Studies, B.A.

Advisers: Miyuki Arimoto (Criminal Justice), William (Jeff) Armstrong (Exercise Science), Michael Baltzley (Biology), Ya-Fang Cheng (Education and Leadership), Patricia Gimenez (Spanish), Ryan Hickerson (Philosophy), Mika Hui (Student

Success and Advising), Shaun Huston (Geography), Isidore Lobidne (Social Science), Matthew Nabity (Computer Science), Alyssa Nafziger (Student Success and Advising), Katherine Schmidt (Writing), Ricard Pelegrin Taboada (History)
Academic program coordinator: Ryan Hickerson

Mission

The faculty at WOU recognizes the importance of meeting the needs and interests of all students. Accordingly, the Interdisciplinary Studies Program offers an opportunity to construct individualized majors based on student interests and goals.

Learning Outcomes

1. Differentiate the ways of knowing and the conventions and methods used in individually designed programs.
2. Explain appropriate theoretical and practical connections among the chosen areas of study.
3. Demonstrate reflection and self-assessment in completing the program of study.

Core Courses

The major must include study from two or three academic areas with a minimum of 27 credits in each area, and with a minimum of 48 upper division credits among the focus areas. The major also must include IDS 499 Interdisciplinary Studies Capstone Portfolio Credits: **1**.

Students work with an academic adviser to develop the program of study. Students interested in the Interdisciplinary Studies program should contact Mika Hui: huim@mail.wou.edu.

Total Credits: 55-90

International Studies, B.A.

Professors: David Doellinger, Mary Pettenger

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

1. Apply interdisciplinary approaches to critically analyze issues of global significance.
2. Demonstrate reading, speaking and writing skills of a second language at a "general professional proficiency" level.
3. Increase cross cultural knowledge through an international experience and regional study.

Core Courses

- ANTH 216 Cultural Anthropology **Credits: 4**
- HST 106 World History: The Modern World **Credits: 4**
- PS 203 International Relations **Credits: 4**
- SSC 404 International Experience Capstone **Credits: 2**
- SUST 101 Sustainable World **Credits: 4**

Regional and Topical Content

Choose One Regional Concentration

Must take at least four courses in one region to complete the concentration and 28 credits.

- African Studies Concentration
- Asian Studies Concentration
- European Studies Concentration
- Latin American Studies Concentration

Topical Content Credits: 0-18

Or as needed to complete 28 total credits in content.

- A 404 Art History: Non-Western Art **Credits: 4**
- ANTH 370 Women Hold Up Half the Sky **Credits: 4**
- ANTH 388 Transnational Migration **Credits: 4**
- ANTH 392 Applied Anthropology **Credits: 4**
- ANTH 432 Human Rights **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- GEOG 370 Human Migration **Credits: 4**
- HE 465 Global Health **Credits: 4**
- HST 411 World Problems **Credits: 4**
- LING 312 Language and Society **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**
- PS 204 Governments of the World **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- PS 465 Government and Politics of the Middle East **Credits: 4**
- PS 473 Globalization Issues **Credits: 4**
- PS 486 International Organizations and Law **Credits: 4**

- PS 360 U.S. Foreign and National Security Policy **Credits: 4**
- SPAN 445 Hispanic Women Writers **Credits: 4** (when related to Latin American writers)

Modern Language Specialization Credits: 24

Study of a second modern language (in the same language) through the third year or above of university level instruction or equivalent. First-year language courses may not be counted toward the major. International students, who speak English as a second-language and have passed an approved English language assessment test (e.g., TOEFL), can substitute additional courses in the regional and topical areas of the major for the 24 language credits (subject to pre-approval by the International Studies adviser).

International Experience

The major requires at least eight weeks of international experience consisting of study abroad, an international internship, and/or field research abroad, selected in consultation with and approved by the student's adviser.

Total Credits: 70

African Studies Concentration

Core Courses

Choose Four

- ANTH 380 Africa **Credits: 4**
- ANTH 381 African Film & Society **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 443 Jewish North Africa **Credits: 4**
- HST 444 Colonial North Africa **Credits: 4**
- HST 445 Postcolonial North Africa **Credits: 4**
- HST 497 History of Fascism **Credits: 4**
- PS 464 Government and Politics of Africa **Credits: 4**

Total Credits: 16

Asian Studies Concentration

Core Courses

Choose Four

- ANTH 374 Cultures of South Asia **Credits: 4**
- ANTH 376 Cultures of South Asia **Credits: 4**
- ANTH 388 Transnational Migration **Credits: 4**
- ANTH 476 Religion and Ritual **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 463 Modern East Asia **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- PS 457 Government and Politics of Europe and Asia **Credits: 4**
- R 201 Introduction to the World's Religions: Eastern **Credits: 4**

Total Credits: 16

European Studies Concentration

Including French and German studies

Core Courses

Choose Four

- FR 340 Topics in French Arts and Culture **Credits: 3**
- FR 410 Topics in French Language and Literature **Credits: 3**
- FR 440 Topics in French Civilization and Culture **Credits: 3**
- GL 310 German Film and Conversation **Credits: 4**
- GL 320 Business German **Credits: 3**
- GL 340 German Culture and Civilization I: From the Romans to the Enlightenment **Credits: 3**
- GL 341 German Culture and Civilization II: From Classicism to Reunification **Credits: 3**
- GL 342 Studies in German Culture and Literature to 1900 **Credits: 3**
  or
  HUM 325 Studies in German Culture and Literature to 1900 **Credits: 3**
- GL 343 Studies in German Culture and Literature to 1945 **Credits: 3**
  or
  HUM 343 Studies in German Culture and Literature to 1945 **Credits: 3**
- GL 344 Studies in German Culture and Literature to the Present **Credits: 3**
  or
  HUM 344 Studies in German Culture and Literature to 1990s **Credits: 3**
- GL 423 Studies in German Language and Literature **Credits: 2-6**
- HST 422 Germany: The 19th Century **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 424 Postwar German History **Credits: 4**
- HST 425 Modern France: Revolution and Napoleon **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**

- HST 427 Modern France: 20th Century **Credits: 4**
- HST 431 Russia to Peter the Great **Credits: 4**
- HST 432 Imperial Russia **Credits: 4**
- HST 433 Soviet Russia **Credits: 4**
- HST 436 History of Modern Paris **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- PHL 314 Modern European Philosophy **Credits: 4**
- PHL 316 Contemporary Philosophy **Credits: 4**
- PHL 321 Existentialism **Credits: 4**
- PHL 323 Continental Philosophy **Credits: 4**
- PS 457 Government and Politics of Europe and Asia **Credits: 4**
- PS 461 Politics and Government of Post-Communist States **Credits: 4**
- R 204 Introduction to the World's Religions: Western **Credits: 4**
- SPAN 338 Multicultural Spain: History, Film and Politics **Credits: 4**
- SPAN 370 Don Juan, Witches and Bold Nuns: Gender in Spanish Literature and Film **Credits: 4**
- SPAN 414 Mestizaje and Cultural Contact in Hispanic Societies **Credits: 4**
- SPAN 415 Love, War, Social Change: Contemporary Spanish Literature and Film **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4**

Total Credits: 12-16

Latin American Studies Concentration

Core Courses

Choose Four

- ANTH 332 Latin America **Credits: 4**
- GEOG 371 Mexico and Central America **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**
- HST 457 The Cuban Revolution **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- PS 360 U.S. Foreign and National Security Policy **Credits: 4**
- SOC 450 Latin American Society **Credits: 4**
- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**
  or
  HUM 340 Hispanic Culture and Civilization: Mexico **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**
- SPAN 443 Topics in Latin American Literature **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4**
- SPAN 491 Studies in Latino Literature **Credits: 4**

Total Credits: 15-16

Language Arts Teacher Education, B.S.

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.

Core Courses

Complete Gen Ed writing requirement before taking LIT or WR courses

Literature and Theory

- COM 325 Intercultural Communication **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**
- LING 315 Structure of English **Credits: 4**
- LIT 230 Introduction to Literary Studies **Credits: 4**
- LIT 240 British Literature **Credits: 4**
- LIT 250 American Literature **Credits: 4**
- LIT 260 Global Literature **Credits: 4**
- WR 230 Introduction to Writing Studies **Credits: 4**
- WR 440 Writing Theory and Pedagogy **Credits: 4**

Choose One: Communication

- COM 321 Influence Through Argument **Credits: 4**

- COM 412 Analyzing Popular Culture **Credits: 4**
- COM 422 Persuasion **Credits: 4**
- COM 432 Music and Rhetoric **Credits: 4**

Choose One: Linguistics

- LING 312 Language and Society **Credits: 4**
- LING 350 Linguistics in the Digital Age **Credits: 4**
- LING 370 Meaning and Context **Credits: 4**
- LING 450 Linguistic Analysis of Style and Genre **Credits: 4**
- LING 490 History of the English Language **Credits: 4**

Choose One: Literary History/Genre Studies

- LIT 330 Literary History **Credits: 4**
- LIT 340 Genre Studies **Credits: 4**

Upper Division Elective Credits: 12

- Additional Upper Division (300 or 400 level) coursework in WR or LIT courses

Total Credits: 68

Note:

This major does not lead to a language arts 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.

Mathematics Teacher Education, B.S.

Professors: Cheryl Beaver
Associate professors: Ben Coté, Matthew Ciancetta

Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

Core Courses

- CS 133 Introduction to Python Programming **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 253Z Calculus: Sequences and Series **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**
- MTH 337 Geometry **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 346 Number Theory **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**
- MTH 441 Linear Algebra II **Credits: 4**

Choose Two

- MTH 311 Advanced Calculus I **Credits: 4**
- MTH 312 Advanced Calculus II **Credits: 4**
- MTH 344 Group Theory **Credits: 4**
- MTH 345 Ring Theory **Credits: 4**

Choose 4 Credits

- MTH 403 Mathematics Senior Capstone **Credits: 1-8**
- MTH 406 Special Topics in Mathematics **Credits: 4**

Total Credits: 64-72*

Note:

* Depending on initial placement and/or transfer credits, students may need to complete MTH 101 Algebraic Foundations, MTH 111Z Precalculus I: Functions, and MTH 112Z Precalculus II: Trigonometry prior to the calculus sequence. In the case where all three are taken, we consider 8 credits as applying towards the major. Please see your advisor to discuss your pathway.

Mathematics Teacher Education majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

This major does not lead to a mathematics 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.

Academic Programs

Mathematics, B.S.

Professors: Cheryl Beaver, Scott Beaver
Associate professors: Ben Coté, Matthew Ciancetta

Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

Core Courses

- CS 133 Introduction to Python Programming **Credits: 4**
- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 253Z Calculus: Sequences and Series **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**
- MTH 311 Advanced Calculus I **Credits: 4**
- MTH 312 Advanced Calculus II **Credits: 4**
- MTH 337 Geometry **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 344 Group Theory **Credits: 4**
- MTH 345 Ring Theory **Credits: 4**
- MTH 346 Number Theory **Credits: 4**
- MTH 354 Applied Discrete Mathematics **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**
- MTH 441 Linear Algebra II **Credits: 4**

Choose One

- MTH 308 Computational Linear Algebra **Credits: 4**
- MTH 314 Differential Equations **Credits: 4**

Choose 8 Credits

- MTH 403 Mathematics Senior Capstone **Credits: 1-8**
- MTH 406 Special Topics in Mathematics **Credits: 4**

Total Credits: 80-88*

Note:

*Depending on initial placement and/or transfer credits, students may need to complete MTH 101 Algebraic Foundations, MTH 111Z Precalculus I: Functions, and MTH 112Z Precalculus II: Trigonometry prior to the calculus sequence. In the case where all three are taken, we consider 8 credits as applying towards the major. Please see your advisor to discuss your pathway.

Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Music, B.A.

Mission

The Music program spotlights music as an integral element of WOU's culture through community engagement, academic coursework, and co-curricular activities. Our diverse vocal and instrumental ensembles maintain an active schedule of public performances, with accessible participation opportunities for Music majors, General Education students, and community members alike. The Bachelor of Arts in Music is a liberal arts undergraduate degree in general music studies. Individualized lessons, ensembles, and core courses in music proficiency and music history make up the heart of the program.

Learning Outcomes

1. Develop and demonstrate proficiency and literacy in one or more areas of music study: vocal performance, instrumental performance, composition, audio production.
2. Apply critical thinking to analyze music in cultural and historical context.
3. Create and refine a portfolio of professional materials, skills, and dispostions.

Note:

For all courses graded A - NC, a grade of C or better is required to count toward the Music major.

Core Courses

- CA 105 Introduction to Performing Arts at WOU **Credits: 2**
- CA 405 Senior Seminar in the Performing Arts **Credits: 2**
- MUS 111 Music Theory I: Fundamentals of Music **Credits: 3**
- MUS 112 Music Theory II: Counterpoint **Credits: 3**
- MUS 113 Music Theory III: Form & Analysis **Credits: 3**
- MUS 114 Aural Skills I **Credits: 1**
- MUS 115 Aural Skills II **Credits: 1**

- MUS 116 Aural Skills III **Credits: 1**
- MUS 201 History of Western Classical Music: Antiquity to Baroque **Credits: 3**
- MUS 202 History of Western Classical Music: Enlightenment to Romantic **Credits: 3**
- MUS 203 History of Western Classical Music: 20th Century to Present **Credits: 3**
- MUS 231 Piano Proficiency I **Credits: 2**
- MUS 232 Piano Proficiency II **Credits: 2**
- MUS 233 Piano Proficiency III **Credits: 2**
- MUS 240 Making Music Healthy **Credits: 3**
- MUS 300 Music in World Cultures **Credits: 3**
- MUS 301 Pop Music in America **Credits: 3**
- MUS 320 Conducting I: Instrumental **Credits: 3**
- MUS 321 Conducting II: Choral **Credits: 3**
- MUS 331 Music Theory IV - Chromatic Harmony **Credits: 3**
- MUS 332 Music Theory V - Post Tonal Systems **Credits: 3**
- MUS 333 Music in Modern Culture **Credits: 3**
- MUS 334 Aural Skills IV **Credits: 1**
- MUS 335 Aural Skills V **Credits: 1**
- MUS 336 Aural Skills VI **Credits: 1**
- MUS 337 Piano Proficiency IV **Credits: 2**
- MUS 338 Piano Proficiency V **Credits: 2**
- MUS 339 Piano Proficiency VI **Credits: 2**
- MUS 345 Careers in Music **Credits: 1**

Music Performance

- Individual lessons: MUP courses (6 credits)
- Music ensembles: MUEN courses (6 credits, including at least 3 credits at 300-level)

Total Credits: 77

Music, B.M.

Mission

The Bachelor of Music is a professional undergraduate degree offering intensive study and specialization. Individualized lessons, ensembles, and core courses in music proficiency and music history make up the heart of the program. Students achieve a professional level of proficiency in music performance studies. The optional K-12 Music Education concentration culminates in licensure to teach in Oregon schools.

Learning Outcomes

1. Develop and demonstrate proficiency and literacy in one or more areas of musical study: vocal performance, instrumental performance, composition, audio production.
2. Apply critical thinking to analyze music in cultural and historical context.
3. Create and refine a portfolio of professional materials, skills, and dispositions.
4. Demonstrate specialization in music education, performance, or production.

Note:

For all courses graded A - NC, a grade of C or better is requried to count toward the Music major.

Core Courses

- MUS 111 Music Theory I: Fundamentals of Music **Credits: 3**
- MUS 112 Music Theory II: Counterpoint **Credits: 3**
- MUS 113 Music Theory III: Form & Analysis **Credits: 3**
- MUS 114 Aural Skills I **Credits: 1**
- MUS 115 Aural Skills II **Credits: 1**
- MUS 116 Aural Skills III **Credits: 1**
- MUS 201 History of Western Classical Music: Antiquity to Baroque **Credits: 3**
- MUS 202 History of Western Classical Music: Enlightenment to Romantic **Credits: 3**
- MUS 203 History of Western Classical Music: 20th Century to Present **Credits: 3**
- MUS 231 Piano Proficiency I **Credits: 2**
- MUS 232 Piano Proficiency II **Credits: 2**
- MUS 233 Piano Proficiency III **Credits: 2**
- MUS 240 Making Music Healthy **Credits: 3**
- MUS 300 Music in World Cultures **Credits: 3**
- MUS 301 Pop Music in America **Credits: 3**
- MUS 320 Conducting I: Instrumental **Credits: 3**
- MUS 321 Conducting II: Choral **Credits: 3**
- MUS 331 Music Theory IV - Chromatic Harmony **Credits: 3**
- MUS 332 Music Theory V - Post Tonal Systems **Credits: 3**
- MUS 333 Music in Modern Culture **Credits: 3**
- MUS 334 Aural Skills IV **Credits: 1**
- MUS 335 Aural Skills V **Credits: 1**
- MUS 336 Aural Skills VI **Credits: 1**
- MUS 337 Piano Proficiency IV **Credits: 2**
- MUS 338 Piano Proficiency V **Credits: 2**
- MUS 339 Piano Proficiency VI **Credits: 2**
- MUS 345 Careers in Music **Credits: 1**

Choose One

- K-12 Music Education Concentration
  or
  additional requirements:

Academic Programs

Additional Requirements

- CA 105 Introduction to Performing Arts at WOU **Credits: 2**
- CA 405 Senior Seminar in the Performing Arts **Credits: 2**
- MUP 490 Senior Recital **Credits: 2**

Individual Lessons: 16

- 100-level MUP (6 credits)
- 200-level MUP (2 credits)
- 300-level MUP (6 credits)
- 400-level MUP Recital (2 credits) except for MUP 490

Music Ensembles: 12

- 100-level MUEN (6 credits)
- 300-level MUEN (6 credits)

Total Credits: 95-171

K-12 Music Education Concentration

Advisers: Kendra Taylor

Core Courses

Music Education

- MUE 201 Introduction to Music Education **Credits: 3**
- MUE 250 Music Education Seminar **Credits: 1** Credits: 6
- MUE 318 Elementary Music Methods **Credits: 3**
- MUE 426 Instrumental Methods and Materials **Credits: 3**
- MUE 427 Choral Methods and Materials **Credits: 3**
- MUE 451 Woodwind Pedagogy **Credits: 2**
- MUE 452 Brass Techniques **Credits: 2**
- MUE 453 Percussion Techniques **Credits: 2**
- MUE 454 String Techniques **Credits: 2**
- MUE 455 Voice Techniques **Credits: 1**

Education and Professional Core

- ED 233 Applied Adolescent Learning and Development **Credits: 4**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 412 Clinical Experience II **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 4**
- ED 429 Professional Development Seminar III **Credits: 2**
- ED 434 Content Pedagogy I **Credits: 3 or 4**
- ED 436 Content Pedagogy II **Credits: 3 or 4**
- ED 444 Content Literacy **Credits: 4**
- ED 446 Environments for Diverse Learners **Credits: 4**
- ED 450 Designing and Managing Equitable Classroom Communities **Credits: 4**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 498 Clinical Experience III **Credits: 10**

Music Performance

Individual lessons:

- 100-level MUP courses (6 credits)
- 200-level MUP courses (2 credits)
- 300-level MUP courses (6 credits)

Music ensembles:

- 100-level MUEN courses (6 credits)
- 300-level MUEN courses (3 credits)

Choose One

- MUP 425 Recital: Instrumental **Credits: 2-4** Credits: 2
- MUP 430 Recital: Vocal **Credits: 2-4** Credits: 2

Total Credits: 108-110

Political Science, B.S.

Professors: Eliot Dickinson, Mary Pettenger
Associate professor: Earlene Camarillo

Mission

To serve students through teaching and mentoring, serve society through research, public outreach and activities and serve the university through collegial participation in all aspects of the community.

Learning Outcomes

1. Critically analyze political problems.
2. Understand the structure and processes of local, state, national and foreign governments.
3. Develop skills in research, writing, public outreach, advocacy and leadership.

Core Courses

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 203 International Relations **Credits: 4**

- PS 204 Governments of the World **Credits: 4**
- PS 350 Introduction to Public Policy **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 375 Scope and Methods of Political Science **Credits: 4**

International Relations and Comparative Politics Credits: 4

- PS 193 Introduction to Model United Nations **Credits: 4**
- PS 316 Political Ideologies **Credits: 4**
- PS 317 Politics and Film **Credits: 4**
- PS 360 U.S. Foreign and National Security Policy **Credits: 4**
- PS 393 Advanced Model United Nations **Credits: 1 or 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 440 Causes of War **Credits: 4**
- PS 441 Causes of Peace **Credits: 4**
- PS 457 Government and Politics of Europe and Asia **Credits: 4**
- PS 459 Government and Politics of Latin America **Credits: 4**
- PS 461 Politics and Government of Post-Communist States **Credits: 4**
- PS 463 Government and Politics of Developing Nations **Credits: 4**
- PS 464 Government and Politics of Africa **Credits: 4**
- PS 465 Government and Politics of the Middle East **Credits: 4**
- PS 473 Globalization Issues **Credits: 4**
- PS 486 International Organizations and Law **Credits: 4**

* Depending on content PS 199, PS 399, PS 406, PS 407, PS 410

Administration and Political Processes Credits: 4

- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**
- PS 416 Politics and Communication **Credits: 4**
- PS 419 American Presidential Elections **Credits: 4**
- PS 425 Native American Politics and Policy **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 442 Peacebuilding and Public Policy **Credits: 4**
- PS 451 Political Theory: Plato to Marx **Credits: 4**
- PS 452 Political Theory: Marx to Habermas **Credits: 4**
- PS 454 Public Personnel Administration **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 466 Governmental Budgeting **Credits: 4**
- PS 469 Congress and the Presidency **Credits: 4**
- PS 490 Community Politics **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
  *Depending on content: PS 199, PS 399, PS 406, PS 407, PS 410

Public Policy and Law Credits: 4

- PS 423 Issues in National Policy **Credits: 4**
- PS 424 Policy-Making in the States **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 435 Women and Politics **Credits: 4**
- PS 436 Gender and Public Policy **Credits: 4**
- PS 443 Great Peacemakers **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- PS 449 Environmental Values and Political Action **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 458 Veterans in Transition **Credits: 4**
- PS 471 Immigration Politics and Policy **Credits: 4**
- PS 479 American Constitutional Law **Credits: 4**
- PS 480 Administrative Law **Credits: 4**
- PS 484 American Jurisprudence **Credits: 4**
- PS 485 Legal Reasoning and Writing **Credits: 4**
- PS 494 Human Rights **Credits: 4**
  *Depending on content: PS 199, PS 399, PS 406, PS 407, PS 410

Political Science Elective Credits: 16

Choose Political Science courses to reach a total of 60 credits overall.

Total Credits: 60

Professional Studies in the Deaf Community, B.A.S.

Mission

We live in a linguistically diverse world where individuals see through a multitude of lenses. In this program, we equip professionals to connect people across their differences and to assist them in navigating through barriers to opportunities in areas, such

as education, community services, and employment.

Learning Outcomes

1. Develop critical analysis skills including: situational assessment; ethical reasoning; cultural intelligence lens, and research methodologies.
2. Demonstrate collaborative and cooperative abilities when engaging with colleagues, community members, and other teams.
3. Integrate academic foundation, world knowledge, critical analysis skills, communication skills, and language fluency by engaging meaningfully, collaboratively, and intentionally in communicative interactions.

Core Courses

- ASL 301 American Sign Language VII **Credits: 4**
- ASL 302 American Sign Language VIII **Credits: 4**
- ASL 303 American Sign Language IX **Credits: 4**
- ASL 315 American Deaf Culture **Credits: 3**
- ASL 353 Introduction to ASL Linguistics I **Credits: 4**
- ASL 456 First and Second Language Acquisition **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**
- Modern Language

Credits: 12

Field Experience Credits: 12

Selected from the following, as approved by the major advisor

- INT 409 Practicum: Interpreting **Credits: 1-12**
- **or** ASL 409 Practicum **Credits: 1-3**
- INT 410 Internship **Credits: 3-12**

Cultural Intersections Credits: 12

As approved by the major advisor

Choose One

- Modern Language Credits: 12
  - Level 200-203 or above
- Upper-Division Credits: 12
  - Anthropology, American Sign Language, Communication, Psychology, Sociology, or study abroad experience.

Language & Communication Credits: 12

As approved by the major advisor.

- English, Literature, American Sign Language, Interpreting, and/or electives from French, German, Spanish or other language.

Elective Credits: 17

As approved by the major advisor.

- Selected from the Field Experience, Cultural Intersections, and/or Language & Communication categories, as approved by a major advisor.

Total Credits: 92

Note:

Students must transfer to WOU with an AAS degree to complete this program.

To complete the Professional Studies in the Deaf Community coursework, students work with an academic adviser to develop the program of study including the core courses curriculum, the Field Experience, the Cultural Intersections category, the Language & Communication category and elective courses.

Psychology, B.A.S./B.S.

Professors: Jaime Cloud, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Rob Winningham
Associate professors: Kathy Espino-Pérez, Alicia Ibaraki, Brooke Nott, Jay Schwartz
Assistant professors: Jessica Dugan

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. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Apply scientific reasoning and problem solving, including effective research methods to critically analyze human behavior.
3. Demonstrate knowledge of and/or apply ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
4. Demonstrate competence in writing and in oral and

interpersonal communication skills.
5. Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Core Courses

Minimum of 40 upper division credits and a maximum of 16 lower division credits.

- PSY 201Z Introduction to Psychology I **Credits: 4**
- PSY 202Z Introduction to Psychology II **Credits: 4**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 334 Social Psychology **Credits: 4**
- PSY 360 Cognitive Psychology **Credits: 4**
- PSY 367 Introduction to Research Methods **Credits: 4**
- PSY 467 Quantitative Methods **Credits: 4**
- PSY 468 Advanced Research Methods **Credits: 4**

Choose One

- PSY 443 Psychology of Teamwork **Credits: 4**
- PSY 445 Introduction to Industrial/Organizational Psychology **Credits: 4**
- PSY 446 Psychology of Leadership **Credits: 4**
- PSY 447 Organizational Consulting **Credits: 4**
- PSY 448 Topics in Organizational Psychology **Credits: 4**
- PSY 449 Psychology of Creativity **Credits: 4**

Elective Credits: 20

Elective credits should be chosen with an adviser's assistance. Any course with a PSY prefix can count as a Psychology elective with the following exceptions: a maximum 4 credits of P/NC coursework including PSY 399, PSY 406, PSY 409 or PSY 411 can count as electives in the psychology major. PSY 410 can not be counted as an elective in the psychology major. In addition to courses with the PSY prefix, any Gerontology course with a GERO prefix can count as an elective for the Psychology major.

Total Credits: 56

Note:

Psychology majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

Public Health, B.S.

Professor: Emily Vala-Haynes
Assistant professor: Daniel Dowhower

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.

Core Courses

- HE 227 Community and Public Health **Credits: 4**
- HE 285 Foundations of Health Education **Credits: 4**
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- HE 343 Introduction to Health Data Analysis and Visualization **Credits: 4**
- **or** STAT 243Z Elementary Statistics I **Credits: 4**
- HE 346 Infectious Disease and Injury Prevention **Credits: 4**
- HE 348 Chronic Disease Prevention and Control **Credits: 4**
- HE 360 U.S. Health Care System And Health Policy **Credits: 4**
- HE 375 Epidemiology **Credits: 4**
- HE 448 Research Methods **Credits: 4**
- HE 471 Program Planning **Credits: 4**
- HE 487 Assessment and Program Evaluation **Credits: 4**
- HE 498 Public Health Internship and Capstone **Credits: 8**

Health Education Elective Credits: 16

- Upper Division HE courses with advisor approval

Total Credits: 68

Note:

HE 285 , HE 343, HE 375, HE 448, HE 471, HE 487, HE 498, and STAT 243Z have prerequisites. See course descriptions for specific prerequisites.

Public Health majors must have a grade of C- or better in all courses used to satisfy requirements of the major.

Public Policy and Administration, B.S.

Associate professor: Earlene Camarillo

Mission

Prepares students for employment in government, non-profit organizations

and in businesses connected to the public sector. Faculty teaching, service and research promote efficient, effective and just public service and policies.

Learning Outcomes

1. Analyze issues in public administration and policy.
2. Analyze the administrative context, politics and practical implications of public choices.
3. Demonstrate skills in internal and external organizational communication, public outreach and advocacy.

Core Courses

- BA 169Z Data Analysis Using Microsoft Excel **Credits: 4**
- **or** DATA 101 Foundations of Data Analytics **Credits: 4**
- **or** CS 121 Computer Applications **Credits: 2**
- **or** SUST 221 Data Analysis **Credits: 4**
- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 350 Introduction to Public Policy **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- PS 454 Public Personnel Administration **Credits: 4**
- PS 466 Governmental Budgeting **Credits: 4**
- PS 480 Administrative Law **Credits: 4**

Choose One

- COM 323 Group Discussion and Leadership **Credits: 4**
- COM 324 Business and Professional Communication **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**

Choose One Concentration

Minimum Credits: 24, 8 credits of which need to be PS courses

- City and County Government Concentration
- Corrections/Law Enforcement Concentration
- Health Policy and Administration Concentration
- Human Resources Concentration
- Management Concentration
- State and Federal Government Concentration

Total Credits: 66-68

City and County Government Concentration

Core Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- BA 450 State & Local Government Accounting **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4** *
- ES 341 Geographic Information Systems I **Credits: 4** *
- ES 342 Geographic Information Systems II **Credits: 4** *

  * These courses are a three-term sequence that trains students in GIS. Students should take all three.
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8** Credits: 8
- PS 424 Policy-Making in the States **Credits: 4**
- PS 425 Native American Politics and Policy **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 490 Community Politics **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- SUST 316 Urban Sustainability **Credits: 4**
- SUST 330 Sustainability and Social Justice **Credits: 4**
- SUST 331 Environmental Justice **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**

Total Credits: 24

Corrections/Law Enforcement Concentration

Core Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- CJ 213 Introduction to Criminal Justice **Credits: 4**

- CJ 241 Introduction to Community Crime Prevention **Credits: 4**
- CJ 451 Youth, Crime and Society **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- CJ 453 Corrections **Credits: 4**
- CJ 454 Parole and Probation **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8** Credits: 8
- PS 424 Policy-Making in the States **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 458 Veterans in Transition **Credits: 4**
- PS 479 American Constitutional Law **Credits: 4**
- PS 484 American Jurisprudence **Credits: 4**
- PS 485 Legal Reasoning and Writing **Credits: 4**
- PS 490 Community Politics **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Total Credits: 24

Health Policy and Administration Concentration

Core Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- ANTH 395 Medical Anthropology **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- COM 312 Public Relations Communication **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 351 Foundations of Health Communication **Credits: 4**
- GERO 120 Medical Terminology I **Credits: 4**
- HE 227 Community and Public Health **Credits: 4**
- HE 375 Epidemiology **Credits: 4**
- HE 411 Health Communication **Credits: 4**
- HE 457 Migrant Health **Credits: 4**
- HE 465 Global Health **Credits: 4**
- HE 485 Bioethics and Public Health **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- PS 430 The Aging Society **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**

Total Credits: 24

Human Resources Concentration

Core Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- COM 323 Group Discussion and Leadership **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 400 Communication and Labor **Credits: 4**
- COM 420 Communication in Organizations **Credits: 4**
- EC 344 Labor Economics **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- PS 416 Politics and Communication **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 435 Women and Politics **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 458 Veterans in Transition **Credits: 4**
- PS 471 Immigration Politics and Policy **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
- PSY 423 Interviewing and Appraisal **Credits: 4**
- PSY 443 Psychology of Teamwork **Credits: 4**
- PSY 445 Introduction to Industrial/Organizational Psychology **Credits: 4**
- PSY 446 Psychology of Leadership **Credits: 4**
- PSY 465 Motivation **Credits: 4**
- SOC 320 Industrial Sociology **Credits: 3**
- SOC 338 Sociology of the Family **Credits: 4**

- SOC 434 African American Studies: Social Issues, Social Movements **Credits: 3**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SOC 436 Native American/Asian American Studies: Social Issues, Social Movements **Credits: 3**
- STAT 243Z Elementary Statistics I **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Total Credits: 24

Management Concentration

Core Courses

Concentration Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 315 Financial Management **Credits: 4**
- BA 316 Advanced Financial Management **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**
- BA 370 Business and Society **Credits: 4**
- BA 392 Management of Diversity **Credits: 4**
- BA 416 Government Regulation **Credits: 4**
- BA 424 Capital Budgeting **Credits: 4**
- BA 484 International Management **Credits: 4**
- COM 312 Public Relations Communication **Credits: 4**
- COM 400 Communication and Labor **Credits: 4**
- COM 420 Communication in Organizations **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- PS 423 Issues in National Policy **Credits: 4**
- PS 424 Policy-Making in the States **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 458 Veterans in Transition **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Total Credits: 24

State and Federal Government Concentration

Core Courses

Choose a minimum of 24 credits from the following: 8 credits must be from PS courses

- COM 326 Freedom of Speech **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**
- PS 416 Politics and Communication **Credits: 4**
- PS 419 American Presidential Elections **Credits: 4**
- PS 423 Issues in National Policy **Credits: 4**
- PS 424 Policy-Making in the States **Credits: 4**
- PS 425 Native American Politics and Policy **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**
- PS 442 Peacebuilding and Public Policy **Credits: 4**
- PS 445 Introduction to Policy Analysis **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 469 Congress and the Presidency **Credits: 4**
- PS 471 Immigration Politics and Policy **Credits: 4**
- PS 479 American Constitutional Law **Credits: 4**
- PS 490 Community Politics **Credits: 4**
- PS 495 Public Sector Labor Relations **Credits: 4**
- SOC 420 Political Sociology: Theories of the State **Credits: 3**
- SOC 430 Political-Economy as Social Theory **Credits: 3**
- STAT 243Z Elementary Statistics I **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**

Total Credits: 24

School Health Teacher Education, B.S.

Professor: Emily Vala-Haynes
Associate professor: Daniel Dowhower

Academic Programs

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.

Core Courses

- BI 134 Introductory Human Anatomy and Physiology **Credits: 4**
- BI 135 Introductory Human Anatomy and Physiology **Credits: 4**
- HE 227 Community and Public Health **Credits: 4**
- HE 285 Foundations of Health Education **Credits: 4**
- HE 325 Nutrition **Credits: 4**
- HE 330 Theory of Health Promotion **Credits: 4**
- HE 346 Infectious Disease and Injury Prevention **Credits: 4**
- HE 348 Chronic Disease Prevention and Control **Credits: 4**
- HE 366 Alcohol, Tobacco and Other Drugs **Credits: 4**
- HE 367 Human Sexuality **Credits: 4**
- HE 375 Epidemiology **Credits: 4**
- HE 445 Best Practice in ATOD and Sexuality Education **Credits: 4**
- HE 448 Research Methods **Credits: 4**
- HE 471 Program Planning **Credits: 4**
- HE 487 Assessment and Program Evaluation **Credits: 4**
- HE 496 School Health Programs: Methods and Materials **Credits: 4**
- STAT 243Z Elementary Statistics I **Credits: 4**

Total Credits: 68

Note:

Students must earn a C- or better in all courses used to satisfy requirements of the major. HE 346, HE 348, HE 375, HE 448, HE 471, HE 487, and STAT 243Z all have prerequisites. See course descriptions for specific prerequisites.

This major does not lead to a school health education 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.

Social Science Teacher Education, B.S.

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.

Core Courses

Requires a minimum of 30 upper division credit hours.

United States History Course Credits: 8

Sustainability

- SUST 313 The Pacific Northwest **Credits: 4**
- SUST 331 Environmental Justice **Credits: 4**

Economics Course Credits: 8

Choose One

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 203 International Relations **Credits: 4**

Elective Credits: 12-14

In two of the following areas:

- Anthropology
- Criminal justice
- Psychology
- Sociology

Focus Area Credits: 20-21

The student may choose to concentrate in any one of the following disciplines: Anthropology, Criminal Justice, Economics, History, Political Science, Psychology or Sociology.

Total Credits: 60-63

Academic Programs

Note:

This major does not lead to a social science 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.

Social Science, B.A.

Professor: Mary Pettenger
Associate Professor: Earlene Camarillo

Mission

Combines a general social science perspective with a specific discipline focus. The program prepares graduates for a specialized field as well as giving mobility across fields. Students learn the methods developed by their discipline to understand both the past and the present. Graduates apply these methods to resolving local, national and international issues.

Learning Outcomes

1. Critically analyze social issues from two or more disciplinary perspectives.
2. Effectively communicate about social issues in speech and in writing.
3. Demonstrate the ability to research the nature and consequences of social action in specific contexts.

Core Courses

The major requires 65 credits which must be from the following disciplines: Anthropology, Criminal Justice, Ethnic Studies, Sustainability, History, Political Science or Sociology. A minimum of 36 credits must be upper division courses. No more than 20 credits may be in Criminal Justice. Courses should be chosen in consultation with a Social Science faculty advisor.

Students must also take at least one theory course and one methods course from the following lists:

Theory Courses

- ANTH 311 Human Evolution **Credits: 4**
- ANTH 324 Anthropological Theory **Credits: 4**
- HST 313 Dissent and Revolution in East Europe **Credits: 4**
- HST 420 Philosophies of History **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- PS 316 Political Ideologies **Credits: 4**
- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**
- PS 419 American Presidential Elections **Credits: 4**
- PS 440 Causes of War **Credits: 4**
- PS 441 Causes of Peace **Credits: 4**
- PS 449 Environmental Values and Political Action **Credits: 4**
- PS 451 Political Theory: Plato to Marx **Credits: 4**
- PS 452 Political Theory: Marx to Habermas **Credits: 4**
- SOC 204Z Introduction to Sociology **Credits: 4**
- SOC 370 Sociological Theory **Credits: 4**
- SUST 495 Senior Seminar **Credits: 4**
- Any course approved by the academic advisor for this purpose

Methods Courses

- ANTH 325 Ethnographic Methods **Credits: 4**
- ANTH 326 Ethnographic Writing **Credits: 4**
- ANTH 360 Museum Studies **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
- HST 403 Practicum **Credits: 1-6** Credits: 4
- HST 408 Oral History **Credits: 4**
- HST 410 Introduction to Public History **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 375 Scope and Methods of Political Science **Credits: 4**
- SOC 317 Social Work Practical Applications and Methodologies **Credits: 4**
- SOC 324 Introduction to Sociology: Research **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**
- SOC 328 Introduction to Social Data Analysis **Credits: 4**
- SUST 221 Data Analysis **Credits: 4**
- SUST 321 Field Geography **Credits: 4**
- Any course approved by the academic advisor for this purpose

Capstone

- SSC 405 Capstone **Credits: 1-4** Credits: 1
  Note: Students must complete SSC 405 Capstone (1 credit) in consultation with a social science division advisor.

Total Credits: 65

Sociology, B.A.

Professor: Maureen Dolan
Assistant Professor of Social Work: Rebecca Phillips

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.

Core Courses

- SOC 204Z Introduction to Sociology **Credits: 4**
- SOC 310 Service-Learning and Community Praxis **Credits: 4**
- SOC 324 Introduction to Sociology: Research **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**
- SOC 328 Introduction to Social Data Analysis **Credits: 4**
- SOC 370 Sociological Theory **Credits: 4**
- SOC 495 Senior Capstone **Credits: 4**

Choose One

- Elective Credits: 36
- Social Justice Concentration
- Social Work Concentration

Total Credits: 64

Note:

In consultation with sociology advisors, additional courses in social sciences may satisfy requirements.

Social Justice Concentration

Core Courses

- SOC 305 Social Problems, Social Justice, Social Policy **Credits: 4**
- SOC 340 Community Organizing **Credits: 4**
- SOC 341 Community Action **Credits: 4**
  or
  SOC 409 Practicum: Latino/a Ed Mentor **Credits: 1-16** Credits: 4
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**
- SOC 450 Latin American Society **Credits: 4**

Elective Credits: 16

Students are encouraged to consider specialty areas offered as electives in the Sociology program as well as interdisciplinary choices in Gerontology, Criminal Justice, Public Health, Cultural Anthropology, and Cultural Geography.

SPECIALTY AREAS:

The following electives have been suggested in the following specialty areas, but they are not exhaustive. Other courses may also be considered for the 16 credits as well as transfer courses from other institutions.

RACE AND ETHNICITY

- SOC 407 Seminar: Special Topics in Sociology Credits: **4**
- SOC 434 African American Studies: Social Issues, Social Movements Credits: **3**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements Credits: **4**
- SOC 436 Native American/Asian American Studies: Social Issues, Social Movements Credits: **3**

GENDER ISSUES

- SOC 338 Sociology of the Family Credits: **4**
- SOC 360 Sociology of Gender Credits: **4**
- SOC 465 Introduction to LGBTQ Studies Credits: **4**

ENVIRONMENTAL JUSTICE

- SOC 340 Community Organizing Credits: **4**
- SOC 350 Food and Hunger Credits: **4**

LAW AND SOCIETY

- SOC 407 Seminar: Special Topics in Sociology Credits: **4**

SOCIAL EQUITY

- SOC 315 Social Stratification and Inequality Credits: **4**
- SOC 321 Labor Studies Credits: **4**
- SOC 390 Critique of Education and Critical Pedagogy Credits: **3**

Total Credits: 36

Social Work Concentration

Core Courses

- SOC 301 Introduction to Social Work **Credits: 4**
- SOC 305 Social Problems, Social Justice, Social Policy **Credits: 4**
- SOC 317 Social Work Practical Applications and Methodologies **Credits: 4**
- SOC 341 Community Action **Credits: 4**
  or
  SOC 409 Practicum: Latino/a

Ed Mentor **Credits: 1-16**
Credits: 4

Elective Credits: 20

Students are encouraged to take Sociology program elective courses in each of the Social Work specialized areas of Micro, Mezzo, and/or Macro. Students are also encouraged to consider interdisciplinary choices in Gerontology, Criminal Justice, Public Health or Education Sociology Work Elective Examples:

The following electives have been suggested in the following specialty areas, but they are not exhaustive. Other courses may also be considered for the 20 credits as well as transfer courses from other institutions.

MICRO ORIENTATION:

- SOC 334 Self and Society Credits: **4**
- SOC 338 Sociology of the Family Credits: **4**

MEZZO ORIENTATION:

- SOC 340 Community Organizing Credits: **4**
- SOC 354 Sociology of Deviant Behavior Credits: **4**

MACRO ORIENTATION:

- SOC 315 Social Stratification and Inequality Credits: **4**
- SOC 400 Globalization and Development Credits: **4**
- SOC 450 Latin American Society Credits: **4**

These electives are also designed to enrich student experience that will be included in Capstone course reflection paper required by the Sociology Major.

Total Credits: 36

Spanish Teacher Education, B.S.

Professor: Carmen Cáceda, Kenneth Carano, Maria Dantas-Whitney, Mark Girod, Xiaopeng Gong, Rachel Harrington, Melanie Landon-Hays, Marie LeJeune, Dana Ulveland, Alicia Wenzel
Associate professors: Jaclyn Caires-Hovey, Ya-fang Cheng, Shari Hopkins, Kristen Pratt, Cindy Ryan, Greg Zobel
Assistant professor: Danielle Lane
Instructional faculty: Amy Bowden, Rachel Frazier, Coley Lehman, Mandy Olsen, Micah Walker, Marcus Wenzel

Mission

Create and transmit knowledge concerning the Spanish language, literature's and cultures in a climate that promotes ease of communication and mutual understanding.

Learning Outcomes

1. Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services or tourism.
2. Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society.
3. Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources.

Core Courses

Students who begin coursework above 201 need to identify substitute credits with their Spanish adviser. Please note that students can obtain credits for all second-year Spanish requirements with a satisfactory note at the Spanish College-Level Examination (CLEP) Exam, AP Exams, Willamette Promise or Special Credit by Examination.

- SPAN 201 Second Year Spanish I **Credits: 4**
- SPAN 202 Second Year Spanish II **Credits: 4**
- SPAN 203 Second Year Spanish III **Credits: 4**
- SPAN 301 Third Year Spanish I **Credits: 4**
  or
  SPAN 311 Spanish for Bilingual Teachers I **Credits: 4**
  or
  SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I **Credits: 4**
- SPAN 302 Third Year Spanish II **Credits: 4**
  or
  SPAN 312 Spanish for Bilingual Teachers II **Credits: 4**
  or
  SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II **Credits: 4**
- SPAN 303 Third Year Spanish III **Credits: 4**
  or
  SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III **Credits: 4**
- SPAN 401 Advanced Spanish Proficiency **Credits: 4** (including National Evaluation Series (NES) Spanish Evaluation Preparation)

Choose Two

- SPAN 350 Spanish Pronunciation and Phonetics **Credits: 4**
- SPAN 379 Introduction to Spanish Linguistics **Credits: 4**
- SPAN 380 Teaching World Languages: Spanish **Credits: 4**
- SPAN 483 Spanish in the United States **Credits: 4**

Choose Seven

At least two should be 400-level courses.

- SPAN 240 Greater Mexico: Culture and Arts **Credits: 4**
- SPAN 328 Introduction to Chicano Literature and Culture **Credits: 4**
- SPAN 338 Multicultural Spain: History, Film and Politics **Credits: 4**

- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**
- SPAN 342 The Politics of Latino Film and Art **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**
- SPAN 370 Don Juan, Witches and Bold Nuns: Gender in Spanish Literature and Film **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**
- SPAN 385 Introduction to Translation and Interpreting **Credits: 4**
- SPAN 412 Classical Spanish Literature **Credits: 4**
- SPAN 413 Don Quijote **Credits: 4**
- SPAN 416 Language Teaching Practicum **Credits: 4**
- SPAN 417 Hispanic Poetry **Credits: 4**
- SPAN 435 Contemporary Hispanic Societies Through Film **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4**
- SPAN 480 History of the Spanish Language **Credits: 4**
- SPAN 481 Spanish Sociolinguistics **Credits: 4**
- SPAN 483 Spanish in the United States **Credits: 4**
- SPAN 486 Spanish Translation Practicum **Credits: 4**

Total Credits: 64

Beyond first year language

Note:

This major does not lead to a Spanish 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.

Spanish, B.A.

Professor: Patricia Giménez-Eguíbar
Associate professor: Kathleen Connolly, 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. Recognize Spanish as a historical language of the United States and provide students with the opportunity to build upon their existing linguistic and cultural knowledge. Create connections with local Spanish-speaking communities and organizations.

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 U.S. Latino, Latin American, and Spanish sources.
4. Value and develop Spanish language proficiency for students who grew up in a Spanish-speaking community.

Core Courses

Students who begin coursework above 201 need to identify substitute credits with their adviser.

- SPAN 201 Second Year Spanish I **Credits: 4**
- SPAN 202 Second Year Spanish II **Credits: 4**
- SPAN 203 Second Year Spanish III **Credits: 4**
- SPAN 492 Senior Capstone Project **Credits: 1**

Choose One

- SPAN 301 Third Year Spanish I **Credits: 4**
- SPAN 311 Spanish for Bilingual Teachers I **Credits: 4**
- SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I **Credits: 4**

Choose One

- SPAN 302 Third Year Spanish II **Credits: 4**
- SPAN 312 Spanish for Bilingual Teachers II **Credits: 4**
- SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II **Credits: 4**

Choose One

- SPAN 303 Third Year Spanish III **Credits: 4**
- SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III **Credits: 4**

Choose One

- SPAN 350 Spanish Pronunciation and Phonetics **Credits: 4**
- SPAN 379 Introduction to Spanish Linguistics **Credits: 4**
- SPAN 380 Teaching World Languages: Spanish **Credits: 4**

Choose One

- SPAN 328 Introduction to Chicano Literature and Culture **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**

- SPAN 370 Don Juan, Witches and Bold Nuns: Gender in Spanish Literature and Film **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**

Choose One

- SPAN 338 Multicultural Spain: History, Film and Politics **Credits: 4**
- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**
- SPAN 342 The Politics of Latino Film and Art **Credits: 4**

Upper Division Credits: 16

Choose four:

Upper-division Spanish courses.

Minimum of 3 courses at the 400-level.

Total Credits: 53

Sustainability, B.A.

Professors: Shaun Huston, Michael McGlade

Mission

Provide knowledge and mentoring that will transform students into leaders who apply systems thinking in order to envision and implement solutions towards sustainable development.

Learning Outcomes

1. Describe social, environmental, and economic elements of sustainable human communities
2. Analyze the systemic nature of interrelationships among social, environmental, and economic elements of a thriving human community.
3. Apply knowledge through actions that promote a sustainable and balanced system between humans and the environment.

Core Courses

- SUST 330 Sustainability and Social Justice **Credits: 4**
- SUST 340 Sustainability & Capitalism **Credits: 4**
- SUST 370 Energy, Environment and Society **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**

Foundations

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**

Research Tools

- SUST 221 Data Analysis **Credits: 4**
- SUST 321 Field Geography **Credits: 4**

Specialized Study Credits: 12

Consult with your advisor on selecting courses that match your interests and post-graduation plans. Choose from:

- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- EC 317 Development Economics **Credits: 4**
- EC 321 Public Choice Theory **Credits: 4**
- EC 336 Environmental Economics and Public Policy **Credits: 4**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- HST 489 Environmental History **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- PS 449 Environmental Values and Political Action **Credits: 4**
- SOC 350 Food and Hunger **Credits: 4**
- SUST 199 Special Studies **Credits: 1-4**
- SUST 299 Special Studies **Credits: 1-4**
- SUST 313 The Pacific Northwest **Credits: 4**
- SUST 314 Mutual Aid **Credits: 4**
- SUST 316 Urban Sustainability **Credits: 4**
- SUST 331 Environmental Justice **Credits: 4**
- SUST 385 Nature in the American West **Credits: 4**
- SUST 389 Land Systems and Sustainability **Credits: 4**
- SUST 390 Global Climate Change **Credits: 4**
- SUST 391 Biogeography **Credits: 4**
- SUST 393 Soils and Sustainability **Credits: 4**
- SUST 399 Special Studies **Credits: 1-4**
- SUST 412 Selected Topics **Credits: 4**

Advanced Skills & Practice Credits: 8

Consult with your advisor on selecting credits that match your interests and post-graduation plans. Choose from any combination of:

- Study Abroad **Credits: 1-8**
  - Appropriate credits to be worked out with a student's

advisor and the Study Abroad office
- Interdisciplinary Skills and Tools **Credits: 1-8**
  - Appropriate credits to be worked out with a student's advisor, which may include, but are not limited to courses in language study, research methods and data analysis, cartography and GIS, or media production
- SUST 401 Field Experience **Credits: 1-8**
- SUST 402 Independent Project **Credits: 1-8**

Senior Seminar

- SUST 495 Senior Seminar **Credits: 4**

Total Credits: 60

The Arts, B.A.

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 multiple areas offered in the division - art, music, theatre and dance. Creative work, analytical thinking and global awareness are integrated into performance and production.

Core Courses

Choose Three Areas

From Art, Dance, Music and Theatre:

- First Area Credits: 39
  - Minimum Upper Division Credits: 21
- Second Area Credits: 15
  - Minimum Upper Division Credits: 6
- Third Area Credits: 12
  - Minimum Upper Division Credits: 3

Capstone

Capstone project, to be documented by the following coursework, depending on the student's first area:

Art:

- A 419 Professional Concerns **Credits: 4**
- **or** A 429 Portfolio & Professional Preparation **Credits: 4**

Dance:

- D 405 Senior Project **Credits: 2**

Music:

- MUS 406 Special Individual Studies **Credits: 1-12** Credits: 3

Theatre:

- TA 453 Capstone Experience **Credits: 3**

Total Credits: 68-70

Theatre Arts, B.A.

Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licensor programs, internships, professional theatre and participation in the arts in their communities.

Learning Outcomes

1. Integrate theatrical processes from play writing to post-production; connecting ideas, synthesizing techniques and transferring that knowledge to current theatre production and future production beyond the campus.
2. Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking and risk taking.
3. Incorporate processes of exploring and analyzing theatrical works through literary, stylistic and cultural dimensions of theatre.

Core Courses

- TA 165 Production Dynamics **Credits: 2**
- TA 166 Text Analysis **Credits: 3**
- TA 167 Play Reading **Credits: 3**
- TA 242 Design Aesthetics **Credits: 2**
- TA 244 Technical Theatre: Scenecraft **Credits: 4**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 246 Technical Theatre: Costuming **Credits: 4**
- TA 251 Acting I **Credits: 4**

- TA 253 Production Workshop **Credits: 1-3** Credits: 6
- TA 260 Basic Movement and Voice Development **Credits: 4**
- TA 264 Directing I **Credits: 4**
- TA 381 Theatre History I **Credits: 4**
- TA 382 Theatre History II **Credits: 4**
- TA 383 Theatre History III **Credits: 4**
- TA 386 International Theatre **Credits: 3**
- TA 453 Capstone Experience **Credits: 3**

Choose One

- TA 343 Costume Design **Credits: 4**
- TA 346 Scenic Design **Credits: 4**
- TA 348 Lighting Design **Credits: 4**

Elective Credits: 28

- Minimum of 16 credits of upper division courses

Total Credits: 89

Undergraduate Minor

Aerospace Studies, Air Force ROTC Minor

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

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

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

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

Mission

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

Learning Outcomes

Students will:

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

Core Courses

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

- HST 482 United States 1914-1945 **Credits: 4**
- HST 483 Cold War America **Credits: 4**

Choose One

- PS 423 Issues in National Policy **Credits: 4**

Credits: 4

- Any Writing course offered at WOU higher than WR 122Z

Total Credits: 30

Note:

* 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 Minor

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 suitable for pursuing careers in education, government, social services, graduate work and lifelong learning of ASL.

Core Courses

- ASL 301 American Sign Language VII **Credits: 4**
- ASL 302 American Sign Language VIII **Credits: 4**
- ASL 303 American Sign Language IX **Credits: 4**
- Six additional upper division credits **Credits: 6**

Total Credits: 18

Note:

Students interested in ASL studies should contact Deaf Studies and Professional Studies at 503-838-8322 or visit our website at http://www.wou.edu/dsps/.

Art & Design Minor

Core Courses

Lower Division Art Credits: 16

Minimum of 16 credits in 100- and 200-level Art and Design courses. Work with your minor adviser to plan which prerequisite courses are required for the upper division courses you need.

Upper Division Art Credits: 12

Minimum of 12 credits in 300- and/or 400-level Art and Design courses.

Total Credits: 28

Art History Minor

Core Courses

200-level Art History Credits: 12

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**

Upper Division Art History Credits: 16

At least two from 300-level.

- A 304 History of Modern Art, 1789-1914 **Credits: 4**
- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- A 404 Art History: Non-Western Art **Credits: 4** *
- A 405 Art History: Gender in Art **Credits: 4** *
- A 406 Art History: Special Topics **Credits: 4** *

Total Credits: 28

Note:

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

Art History Minor, Art & Design Majors

Core Courses

For Art & Design majors

Choose five upper division Art History courses (with at least two from 300-level)

- A 304 History of Modern Art, 1789-1914 **Credits: 4**
- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- A 404 Art History: Non-Western Art **Credits: 4** *
- A 405 Art History: Gender in Art **Credits: 4**
- A 406 Art History: Special Topics **Credits: 4** *

Total Credits (20)**

Note:

* May be repeated with different course topics.
** These course requirements are in addition to the 12 credits of Art History required for the Art & Design major.

Biology Minor

Professors: Michael Baltzley, Bryan Dutton, Ava Howard, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck
Associate professor: Gareth Hopkins

Mission

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

Learning Outcomes

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

Core Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
- BI 221L Lab: Principles of Biology: Cells **Credits: 0**
- BI 222Z Principles of Biology: Organisms **Credits: 5**
- BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
- BI 223Z Principles of Biology: Ecology and Evolution **Credits: 5**
- BI 223L Lab: Principles of Biology: Ecology and Evolution **Credits: 0**
- **or** Equivalent Sequence **Credits: 15**

Upper Division Credits: 12

Approved by Biology adviser

Total Credits: 27

Note:

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

Business Minor

Professors: Keven Malkewitz, Bojan Ilievski, Shaun Hansen
Associate professors: Rajeeb Poudel

Mission

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

Learning Outcomes

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

Core Courses

- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4**
- BA 315 Financial Management **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- Upper division electives in business, economics or entrepreneurship **Credits: 6**

Total Credits: 22

Chemistry Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

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

Learning Outcomes

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

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

Academic Programs

Core Courses

- CH 221Z General Chemistry I **Credits: 5**
- CH 227Z General Chemistry I Laboratory **Credits: 0**
- CH 222Z General Chemistry II **Credits: 5**
- CH 228Z General Chemistry II Laboratory **Credits: 0**
- CH 223Z General Chemistry III **Credits: 5**
- CH 229Z General Chemistry III Laboratory **Credits: 0**
- CH 334 Organic Chemistry **Credits: 4**
- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- Approved upper division elective in chemistry

Credits: 3-4

Total Credits: 30-31

Note:

If a biology major selects chemistry as a minor, the general chemistry sequence is to be replaced by either PH 201, PH 202, PH 203 (12) or PH 211, PH 212, PH 213 (12)

Communication Studies Minor

Professors: Paula Baldwin, Emily Plec, Dana Schowalter
Additional faculty: William Andersen, Matthew Schroder, Sarah Sheldrick

Mission

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

Learning Outcomes

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

Core Courses

In consultation with an advisor, students select at least 12 credit hours of any COM courses 100-level through 400-level, and at least 12 credit hours from 300 and 400-level COM courses.

Total Credits: 24

Computer Science Minor

Professors: Jie Liu, Becka Morgan, Matthew Nabity, Thaddeus Shannon

Learning Outcomes

1. Communication and Teamwork: Communicate effectively with a wide range of audiences and work effectively within a team.
2. Ethical, Social, and Cultural Awareness: Be aware of and apply knowledge of ethical, social, and cultural issues in the practice of computing.
3. Technical Expertise and Computational Problem Solving: Computing and mathematical foundations, programming, data structures and algorithms, and their application in solving problems.
4. Software Engineering, Design, and Analysis: Software engineering practice; analyze, design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.

Core Courses

- CS 161 Computer Science I **Credits: 4**
- CS 162 Computer Science II **Credits: 4**
- CS 260 Data Structures **Credits: 4**
- CS 366 Software - Languages and Tools **Credits: 4**
- CS 367 Software Design and Testing **Credits: 4**
- MTH 231 Elements of Discrete Mathematics I **Credits: 4**
- **or** MTH 251Z Differential Calculus **Credits: 4**
- MTH 232 Elements of Discrete Mathematics II **Credits: 4**
- **or** MTH 252Z Integral Calculus **Credits: 4**

Elective Credits: 4

Approved upper-division elective credits.

Total Credits: 32

Criminal Justice Minor

Professor: Miyuki Arimoto, Vivian Asesye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

Mission

The Criminal Justice Sciences Division at WOU utilizes a strong liberal arts tradition to provide students with a mastery of the complete picture of crime as a social problem, providing the skills necessary to ensure the understanding of sound solutions for preventing and addressing crime at all levels of society. We seek to equip our students with a sound scientific background and excellent preparation in content areas in courts, corrections, law enforcement, community crime prevention, juvenile justice, forensic anthropology, homeland security, and to provide options for interdisciplinary education.

Academic Programs

Program 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
4. Analyze and articulate the impact of race and other forms of societal marginalization on the fair application of justice in a diverse society

The minor in Criminal Justice is tailored towards the conceptual, rather than the more technical aspects of the discipline, and is aimed at providing students pursuing other related disciplines, and wish to supplement or enhance their current major with a substantive understanding of the Criminal Justice System if such students have a desire of applying their degrees in settings where they work with populations within the Criminal Justice System as part of their career goals.

Core Courses

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 214 The Juvenile Justice System **Credits: 4**
- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- CJ 252 American Courts **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- CJ 453 Corrections **Credits: 4**

Total Credits: 28

Cybercrime Investigation and Enforcement Minor

Professor: Miyuki Arimoto, Vivian Djokotoe, Misty Weitzel
Associate professors: Omar Melchor-Ayala, Mari Sakiyama, Taryn VanderPyl
Coordinator: Mari Sakiyama

Mission

Provide students with an introduction to the field of cybercrime. Students with this minor will possess in-depth conceptual knowledge in the prevention, investigation, and enforcement of cybercrimes and cyber threats. Graduates of the program will be well prepared for traditional and emerging positions in cybercrime and criminal justice.

Provide students with an introduction in conceptual knowledge in the field of cybercrime. Students with this minor will possess in-depth knowledge in the prevention, investigation, and enforcement of cybercrimes. This knowledge will serve students well in traditional and emerging positions in the field.

Learning Outcomes

1. Gain conceptual knowledge and technological skills necessary in the detection, investigation, and enforcement of cybercrimes.
2. Understand the multitude of issues, theories, ethics, policies, practices, and current challenges related to the control of cybercrime.
3. Develop an understanding of how traditional criminal justice theories, practices, and policies, and cybersecurity tools, techniques and technologies apply to the control of cybercrime.

Core Courses

- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 305 Ethics in Cybercrime Investigation and Enforcement **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CIE 425 Contemporary Issues on Cybercrime and Cybersecurity **Credits: 4**
- CJ 213 Introduction to Criminal Justice **Credits: 4**

Choose Two

- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- IS 283 Cybersecurity Fundamentals for Criminal Investigation **Credits: 4**
- IS 373 Computer Security for Criminal Investigation **Credits: 4**
- IS 473 Network Security for Criminal Investigation **Credits: 4**
- IS 474 Ethical Hacking for Criminal Investigation **Credits: 4**

Total Credits: 28

Note

*Students not majoring in Criminal Justice will need to take CJ 213 early in the program, because it is a prerequisite for required upper-division CJ courses.

Dance Minor

Professors: 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.

Academic Programs

degree in Dance includes academic courses, performance opportunities and choreographic experiences geared entirely for the undergraduate student seeking a career in dance or a dance-related field.

Learning Outcomes

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

Core Courses

- D 260 Dance Improvisation **Credits: 3**
- D 351 Dance Composition I **Credits: 3**

Choose One

- D 453 Ballet History **Credits: 3**
- D 454 Evolution of Modern Dance **Credits: 3**

Elective Credits: 18

At least 6 credits must be upper division

- D 101 Beginning Ballet **Credits: 3**
- D 102 Beginning Jazz Dance **Credits: 3**
- D 103 Beginning Modern Dance **Credits: 3**
- D 104 Beginning Tap Dance **Credits: 3**
- D 199 Special Studies **Credits: 1-15** Credits: 1
- D 240 Wellness for Dancers **Credits: 3**
- D 241 Awareness In Action: Listening To The Body **Credits: 3**
- D 250 Drumming for Dancers **Credits: 1-3**
- D 251 Dance and World Cultures **Credits: 3**
- D 252 Latin Dances Around The World **Credits: 3**
- D 253 Dances That Changed the World **Credits: 3**
- D 254 Dance, Gender and Society **Credits: 3**
- D 270 Dance Partnering **Credits: 2**
- D 277 Intermediate Hip-Hop - 1 **Credits: 2**
- D 278 Intermediate Hip-Hop - 2 **Credits: 2**
- D 279 Intermediate Hip-Hop - 3 **Credits: 2**
- D 280 Intermediate Modern Dance - 1 **Credits: 2**
- D 281 Intermediate Modern Dance - 2 **Credits: 2**
- D 282 Intermediate Modern Dance - 3 **Credits: 2**
- D 285 Intermediate Ballet - 1 **Credits: 2**
- D 286 Intermediate Ballet - 2 **Credits: 2**
- D 287 Intermediate Ballet - 3 **Credits: 2**
- D 288 Intermediate Jazz Dance - 1 **Credits: 2**
- D 289 Intermediate Jazz Dance - 2 **Credits: 2**
- D 290 Intermediate Jazz Dance - 3 **Credits: 2**
- D 296 Intermediate Tap Dance - F **Credits: 2**
- D 297 Intermediate Tap Dance - W **Credits: 2**
- D 298 Intermediate Tap Dance - S **Credits: 2**
- D 300 Human Movement Analysis **Credits: 3**
- D 301 Pointe Technique 1 **Credits: 1**
- D 302 Pointe Technique 2 **Credits: 1**
- D 303 Pointe Technique 3 **Credits: 1**
- D 330 Rhythmic Awareness **Credits: 3**
- D 340 Conditioning for Dancers **Credits: 2**
- D 351 Dance Composition I **Credits: 3**
- D 352 Dance Composition II **Credits: 3**
- D 380 Pre-Advanced Modern Dance - 1 **Credits: 2**
- D 381 Pre-Advanced Modern Dance - 2 **Credits: 2**
- D 382 Pre-Advanced Modern Dance - 3 **Credits: 2**
- D 385 Pre-Advanced Ballet - 1 **Credits: 2**
- D 386 Pre-Advanced Ballet - 2 **Credits: 2**
- D 387 Pre-Advanced Ballet - 3 **Credits: 2**
- D 390 Kinesiology for Dance **Credits: 3**
- D 407 Seminar **Credits: 1-3**
- D 408 Workshop **Credits: 1-3**
- D 450 Dance Repertory **Credits: 1-3**
- D 451 Dance Production **Credits: 3**
- D 451L Dance Production Lab **Credits: 1**
- D 455 Advanced Choreography **Credits: 3**
- D 456 Choreography for the Camera **Credits: 3**
- D 460 Dance and Technology **Credits: 3**
- D 480 Advanced Modern Dance - 1 **Credits: 2**
- D 481 Advanced Modern Dance - 2 **Credits: 2**
- D 482 Advanced Modern Dance - 3 **Credits: 2**
- D 485 Advanced Ballet - 1 **Credits: 2**
- D 486 Advanced Ballet - 2 **Credits: 2**
- D 487 Advanced Ballet - 3 **Credits: 2**
- D 491 Creative Dance for Children **Credits: 3**
- D 494 Dance Teaching Methods **Credits: 3**

Total Credits: 25

Data Analytics Minor

Professors: Becka Morgan, Matthew Nabity, Thaddeus Shannon

Academic Programs

Mission

The Data Analytics program prepares students to thrive in the constantly evolving field of working with big data. The field is interdisciplinary by nature and is built on a foundation of Mathematics, Computer Science, Information Systems and Data Analytics courses. This program emphasizes the applied practice of data analytics techniques for solving problems in the real world.

Learning Outcomes

1. Use relevant technology for the analysis of large, complex, or messy data sets to design, implement, and evaluate analytics-based solutions.
2. Use quantitative information in connection with the argument or purpose of the work, present it in an effective format, and explicate it with consistently high quality.
3. Collect, analyze and assess evidence to reach informed conclusions and judgments.

Core Courses

- DATA 101 Foundations of Data Analytics **Credits: 4**
- DATA 310 Data Science Methods **Credits: 4**
- DATA 434 Data Visualization **Credits: 4**

Elective Credits: 8

Two upper-division CS, MTH, DATA or IS elective planned with the help of a minor advisor

Total Credits: 20

Early Childhood Minor, For Non-Education Majors

Mission

Provide students with a foundation of core knowledge and skills in early childhood development and care. Students will gain competence in developmentally appropriate practices, early childhood development, and play.

Learning Outcomes

- Develop reflective professionals who are advocates for young children and their families.
- Create an inclusive climate where diversity is valued.
- Develop an understanding of educational policies, structures, and practices that influence young children and their families.

Core Courses

- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**

Choose One

- ED 231 Typical & Atypical Development **Credits: 4**
- ED 382 Foundations of Infant Mental Health **Credits: 4**
- ED 463 Family Partnerships and Home Visiting in Early Childhood Education **Credits: 4**

Choose One

- ED 459 Language and Communication Growth in Diverse Early Learners **Credits: 4**
- ED 476 Understanding Poverty & Trauma: Fostering Resiliency in Early Childhood **Credits: 4**
- SPED 424 Inclusive Practices: Methods for Supporting Exceptional Learners **Credits: 4**

Choose One

- ED 342 Learning through Play: Theory, Practice, & Purposes **Credits: 4**
- ED 347 Foundations of Early Literacy **Credits: 4**
- ED 367 Inclusive Science & Social Studies in Early Childhood **Credits: 4**

Total Credits: 20

Economics Minor

Professors: Bojan Ilievski, Zenon Zygmont

Mission

Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

Learning Outcomes

1. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
2. Demonstrate quantitative literacy in the context of economic behavior.
3. Use appropriate writing methods to effectively communicate economic concepts.

Core Courses

- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- EC 311 Intermediate Microeconomics I **Credits: 4**
- EC 312 Intermediate Microeconomics II **Credits: 4**
- EC 313 Intermediate Macroeconomics **Credits: 4**
- MTH 110 Applied College Mathematics **Credits: 4**
- **or** MTH 111Z Precalculus I: Functions **Credits: 4**

Upper Division Elective Credits: 4

Upper Division Economics Courses

Total Credits: 28

Educational Psychology Minor

Professors: Jamie Cloud, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Rob Winningham
Associate professors: Kathy Espino-Pérez**,** Alicia Ibaraki, Jay Schwartz
Assistant professors: Brooke Nott, Jessica Dugan

Mission

Provide students with an interdisciplinary foundation of knowledge and skills drawn from the fields of psychology and education. Students will develop critical thinking skills and apply research to improve learning, behavior and mental health.

Learning Outcomes

1. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Apply scientific reasoning and problem solving, including effective research methods to critically analyze human behavior.
3. Demonstrate knowledge of and/or apply ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
4. Demonstrate competence in writing and in oral and interpersonal communication skills.
5. Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

The educational psychology minor should be planned with an adviser. Consists of a minimum of 28 credit hours, of which at least 16 hours must be upper division. All students complete a required core, then choose from electives listed below.

Core Courses

- ED 200 Foundations of Education **Credits: 4**
  or
  ED 220 Introduction to Early Childhood Education **Credits: 4**
- PSY 201Z Introduction to Psychology I **Credits: 4**
- PSY 360 Cognitive Psychology **Credits: 4**
  or
  PSY 390 Theories of Learning **Credits: 4**

Elective Credits: 16

- Must include at least 8 hours of ED **or** SPED coursework.
- Minimum of 16 credits
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 231 Typical & Atypical Development **Credits: 4**
- ED 233 Applied Adolescent Learning and Development **Credits: 4**
- ED 242 Applied Children's Learning and Development **Credits: 4**
- ED 245 Designing Early Childhood Environments (birth-4th grade) **Credits: 4**
- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 259 Special Education and Inclusive Communities **Credits: 4**
- ED 280 Infant and Toddler Development **Credits: 4**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**
- ED 460 Communication and Language Development of Diverse Young Children **Credits: 3**
- ED 464 Families & Community Involvement in Early Childhood Education **Credits: 3**
- ED 471 Collaborative Consultation in Inclusive Early Childhood **Credits: 3**
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- PSY 310 Building Resilience in Children **Credits: 4**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 349 Introduction to Behavior Modification **Credits: 4**
- PSY 410 Mentoring I **Credits: 1-4**
- PSY 411 Mentoring II **Credits: 1-4**
- PSY 458 Language Development **Credits: 4**
- PSY 463 Childhood Psychopathology **Credits: 4**

- PSY 465 Motivation **Credits: 4**
- PSY 480 Infancy and Childhood **Credits: 4**
- PSY 482 Adolescence **Credits: 4**
- SPED 424 Inclusive Practices: Methods for Supporting Exceptional Learners **Credits: 4**

Total Credits: 28

English Minor

Professors: Henry Hughes, Gavin Keulks, Katherine Schmidt, Robert Troyer
Associate professor: Ryan Topper

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.

Learning Outcomes

1. Develop a broad grasp of the linguistic, literary, and rhetorical components of English as a field of study.
2. Analyze how varied uses of the English language have contributed to American and global cultures.
3. Apply theories and research methods as appropriate to analyze and produce texts for a variety of purposes.

Core Courses

- Lower- or upper-division courses from English, Linguistics, Literature, or Writing **Credits: 8**
- Upper-division courses from English, Linguistics, Literature, or Writing **Credits: 16**

Total Credits: 24

Note:

Students planning a minor in English, Literature, Linguistics or Writing need to be aware of prerequisites for upper-division courses. Students with a major in English or Language Arts Education who want a minor in one of the English disciplines need to plan with an advisor because courses used for a major cannot also be counted toward a minor.

English to Speakers of Other Languages (ESOL) Minor

Mission

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

Learning Outcomes

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

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with 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.

Core Courses

- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 482 Sociopolitical Foundations of ESOL and Bilingual Education **Credits: 4**
- ED 483 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom **Credits: 4**
- ED 484 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom **Credits: 4**
- ED 491 Instructional and Assessment Approaches for ESOL and Bilingual Learners **Credits: 4**

Total Credits: 20

Note:

ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education is a prerequisite for all above courses in the ESOL minor.

Entrepreneurship Minor

Academic Programs

Professors: Keven Malkewitz, Shaun Hansen
Associate Professor: Rajeeb Poudel

Mission

Provides an opportunity to learn more about starting and managing your own business. The program combines theoretical study and practical experience, creating a challenging program that provides students the skills and knowledge for initiating and operating successful ventures.

Learning Outcomes

1. Explain the unique characteristics of the entrepreneurial business environment.
2. Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
3. Use appropriate writing methods to communicate concepts relevant to entrepreneurs.

Core Courses

- BA 211Z Principles of Financial Accounting **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4** *
- ENT 320 Entrepreneurial Finance **Credits: 1**
- ENT 330 Planning and Creating New Ventures **Credits: 4**
- ENT 350 Small Business Management **Credits: 4**

Choose One

- ENT 360 Small Business Marketing **Credits: 4**
- ENT 460 Entrepreneurship in Action **Credits: 4**

Choose Two

- ENT 380 Entrepreneurs Today **Credits: 1**
- ENT 381 Creativity and Entrepreneurs **Credits: 1**
- ENT 382 Innovation and Strategy **Credits: 1**
- ENT 383 Entrepreneurs and Society **Credits: 1**
- ENT 384 Going Into Business In Oregon **Credits: 1**

Total Credits: 23

Note:

* If business major, choose any business or economics elective.

Environmental Studies Minor

Professors: Bryan Dutton, Michael McGlade, Mary Pettenger, Emily Plec, Stephen Taylor, Jeffrey Templeton
Associate professor: David Szpakowski

Mission

Educate students about the physical, biological, and social dimensions of the environment. The program content focuses on specific topics and skills central to understanding environmental issues and promotes pathways to jobs in environmental professions.

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.

Choose One Foundational Natural Science Course

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- CH 104Z Introduction to Chemistry **Credits: 5**
- ES 104 Exploring Earth and Environmental Science **Credits: 4**
- ES 105 Discoveries in Earth and Environmental Science **Credits: 4**
- ES 106 Oceans, Atmosphere and the Environment **Credits: 4**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**

Choose One Foundational Social Science/Humanities Course

- ANTH 214 Physical Anthropology **Credits: 4**
- COM 380 Environmental Communication **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**

Choose Three Environmental Science Courses

- ANTH 311 Human Evolution **Credits: 4**
- BI 317 Vertebrate Natural History **Credits: 5**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**

- ES 320 Medical Geology **Credits: 4**
- ES 322 Geomorphology and Aerial Photo Interpretation **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 360 Earth Resources and the Environment **Credits: 4**
- ES 390 Basic Meteorology **Credits: 3**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- ES 486 Petroleum Geology **Credits: 4**
- ES 491 Sedimentary Systems I **Credits: 4**
- SUST 321 Field Geography **Credits: 4**
- SUST 390 Global Climate Change **Credits: 4**
- SUST 391 Biogeography **Credits: 4**
- SUST 393 Soils and Sustainability **Credits: 4**

Choose Three Environmental Policy Courses

- ANTH 396 Environmental Anthropology **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 489 Environmental History **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- PS 449 Environmental Values and Political Action **Credits: 4**
- PS 477 International Environmental Politics **Credits: 4**
- SOC 290 World Population and Social Structure **Credits: 3**
- SOC 400 Globalization and Development **Credits: 4**
- SUST 331 Environmental Justice **Credits: 4**
- SUST 370 Energy, Environment and Society **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**
- SUST 385 Nature in the American West **Credits: 4**

Total Credits: 29-34

Ethics and Social Justice Minor

Professor: Ryan Hickerson

Mission

Create and provide a unique learning experience to empower students with the knowledge, skills, empathy, and understanding of ethics, social problems, and social justice. This process will enable students to be better informed of conditions of social injustice and better able to become activists for social justice and make positive changes in their communities.

Learning Outcomes

1. Develop an understanding of social and political forces and injustices that are present in today's world.
2. Develop critical thinking skills to better comprehend social justice issues and better construct effective arguments for change.
3. Develop personal and social responsibility and ability to effectively engage in activism for social change.
4. Develop cultural competence and socially-conscious worldview.

Core Courses

- PHL 100 Critical Thinking: Informal Logic **Credits: 4**
- PHL 253 Civil Disobedience and Justice **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**

Choose One

- PHL 102 Introduction to Philosophy: Personal Morality and Social Justice **Credits: 4**
- PHL 251 Ethics **Credits: 4**

Choose Two

- ANTH 372 Social Constructions of Race **Credits: 4**
- CJ 445 Race and Justice **Credits: 4**
- COM 321 Influence Through Argument **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- COM 370 Communication Ethics **Credits: 4**
- COM 402 Race and Resistance Movements **Credits: 4**
- COM 442 Communication and Social Change **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- PHL 380 Philosophy of Law **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 441 Causes of Peace **Credits: 4**
- PS 442 Peacebuilding and Public Policy **Credits: 4**
- PS 443 Great Peacemakers **Credits: 4**
- PS 494 Human Rights **Credits: 4**

- SOC 206Z Social Problems **Credits: 4**
- SOC 340 Community Organizing **Credits: 4**
- SOC 341 Community Action **Credits: 4**
- SOC 427 Revolutionary Social Movements **Credits: 3**
- SOC 434 African American Studies: Social Issues, Social Movements **Credits: 3**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SOC 436 Native American/Asian American Studies: Social Issues, Social Movements **Credits: 3**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**
- SOC 465 Introduction to LGBTQ Studies **Credits: 4**
- SSC 201 Introduction to Gender Studies **Credits: 3**

Total Credits: 22-24

Ethnic Studies Minor

Professors: Kenneth Carano, Maureen Dolan, Michael McGlade, Mary Pettenger
Associate professors: Kathleen Connolly, Jaime Marroquin
Assistant professors: Ricardo Pelegrin Taboada

Mission

A minor in Ethnic Studies prepares students for careers that actively promote a more equitable and just society through analysis of culture, race, and ethnicity in global, national and regional history and the present. The minor empowers students to understand and address issues of inequality in a wide range of professional areas, including government, non-profit, corporations, media and academic institutions.

Learning Outcomes

1. Evaluate the experiences and histories of the diverse ethnic groups in the United States and in global contexts
2. Analyze systemic discrimination and the history, processes and methods of how ethnic groups and indigenous peoples have fought for equal rights and self-empowerment
3. Demonstrate cultural competency through an understanding of the various forms of social discrimination via professional and non-professional practices

Core Courses

- ETH 201 Introduction to Ethnic Studies **Credits: 4**
- ETH 202 Introduction to Cultural Studies **Credits: 4**
  or
  ANTH 216 Cultural Anthropology **Credits: 4**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**
  or
  ETH 409 Practicum **Credits: 4** 4

Elective Credits: 12

Students will take courses of their choice for their elective credits from the Ethnic Studies concentrations in consultation with their Ethnic Studies academic advisor. At least eight credits must be upper-division.

Total Credits: 24

Exercise Science Minor

Professors: Jeffrey Armstrong, Laura Ellingson-Sayen, Jennifer Taylor-Winney
Assistant professor: Dimitrios Athanasiadis

Mission

To provide students with a foundation of the critical components of exercise science, including knowledge and skills underlying key aspects of human movement and performance.

Learning Outcomes

1. Students will acquire a basic understanding of human movement science.
2. Students will examine human movement in the context of individual, environmental, and task constraints.
3. Students will utilize effective, evidence-based exercise intervention strategies appropriate for a range of individuals.

Core Courses

- EXS 250 Motor Behavior **Credits: 4**
- EXS 270 Sociological and Psychological Aspects of Physical Activity **Credits: 4**

Choose Five

- EXS 230 Foundations of Exercise Science **Credits: 4**
- EXS 345 Foundations of Strength Training and Conditioning **Credits: 4**
- EXS 372 Biomechanics **Credits: 4**
- EXS 373 Physiology of Exercise **Credits: 4**
- EXS 383 Kinesiology **Credits: 4**
- EXS 426 Sports & Exercise Nutrition **Credits: 4**
- EXS 444 Lifespan Adapted Physical Activity **Credits: 4**
- EXS 453 Pathophysiology and Exercise **Credits: 4**
- EXS 455 Physical Activity & Aging **Credits: 4**
- EXS 465 Motivational Interviewing **Credits: 4**
- EXS 475 Athletics Coaching and Administration **Credits: 4**
- EXS 477 Advanced Programming for Sport and Fitness **Credits: 4**

- EXS 488 Exercise Motivation and Adherence **Credits: 4**
- EXS 490 Research Methods **Credits: 4**

Total Credits: 28

Film Studies Minor

Professors: Shaun Huston, Gavin Keulks, Mark Perlman, Michael Phillips, Emily Plec, Robin Smith
Associate professors: Daniel Tankersley, Kathleen Connolly

Mission

To engage students in the critical study of moving images, including opportunities for practical experience in film and video making and criticism.

Learning Outcomes

1. Explain the power of visual media to shape perceptions of the world.
2. Analyze moving image arts and media through a variety of critical theories and/or strategies.
3. Explain the relationships of moving image arts and media to the multiple contexts in which they are embedded.

Core Courses

- ANTH 369 Evolution of Ethnographic Film **Credits: 4**
- CA 320 Documenting Society **Credits: 4**
- COM 446 Critical Media Analysis **Credits: 4**
- LIT 386 Film History and Technique **Credits: 4**
- TA 112 Introduction to Film **Credits: 3**

Elective Credits: 8

8 credits minimum from one of the following two tracks:

Application & Analysis Track:

- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- ANTH 376 Cultures of South Asia **Credits: 4**
- ANTH 381 African Film & Society **Credits: 4**
- COM 211 Introduction to Media **Credits: 4**
- COM 328 Law and Popular Culture **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- COM 412 Analyzing Popular Culture **Credits: 4**
- COM 426 Language of the Mass Media **Credits: 4**
- COM 444 Global Media **Credits: 4**
- EXS 423 Sport in Film **Credits: 4**
- FLM 406 Special Individual Studies **Credits: 1-4**
- FR 340 Topics in French Arts and Culture **Credits: 3**
- GL 310 German Film and Conversation **Credits: 4**
- HST 437 World War II in Film **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- PHL 282 Philosophy of Art **Credits: 4**
- SPAN 210 Topics in Hispanic Film **Credits: 4**
- SPAN 342 The Politics of Latino Film and Art **Credits: 4**
- SPAN 435 Contemporary Hispanic Societies Through Film **Credits: 4**

Production Track:

- A 120 Beginning Digital Art & Design **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**
- A 462 Digital Images & Photography II **Credits: 4**
- A 324 Interactive Media: Applied **Credits: 4**
- A 326 Video **Credits: 4**
- A 327 Animation **Credits: 4**
- CA 404 Creative Media Capstone **Credits: 4**
- COM 113 Social Media and Digital Advocacy **Credits: 4**
- COM 399 Special Studies **Credits: 1-4**
- COM 455 Creating Documentary and Digital Films **Credits: 4**
- FLM 409 Practicum **Credits: 1-4**
- MUP 110 Lessons: Audio Production **Credits: 2-4**
- MUP 300 Music Performance - Non-Juried **Credits: 2-4**
- MUS 421 Music Media Production I **Credits: 3**
- MUS 422 Music Media Production II **Credits: 3**
- MUS 423 Music Media Production III **Credits: 3**
- TA 251 Acting I **Credits: 4**
- TA 265 Beginning Acting **Credits: 4**
- TA 271 Acting II **Credits: 4**
- TA 330 Script Writing **Credits: 4**
- TA 348 Lighting Design **Credits: 4**
- TA 370 Acting For The Camera **Credits: 4**
- TA 410 Acting for the Camera II **Credits: 3**
- TA 448 Advanced Lighting Design **Credits: 4**
- WR 401 Writing Across Media **Credits: 4**

Total Credits: 27

Forensic Anthropology Minor

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl
Coordinator: Misty Weitzel

Mission

Provide students with a high-quality liberal arts education in the interdisciplinary field of criminal justice. Maintain a network of local, state, federal and academic institutions through outreach and research. Criminal Justice majors are prepared to engage in civic endeavors and to

assume field positions in criminal justice and social service agencies or enter graduate programs.

Learning Outcomes

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

Core Courses

- CJ 321 Principles of Forensic Investigations **Credits: 4**
- ANTH 322 Forensic Anthropology **Credits: 4**
  or
  CJ 322 Forensic Anthropology **Credits: 4**
- ANTH 328 Forensic Osteology **Credits: 4**
  or
  CJ 328 Forensic Osteology **Credits: 4**
- CJ 415 Forensics in the Media **Credits: 4**
- ANTH 443 Advanced Forensic Anthropology **Credits: 4**
  or
  CJ 443 Advanced Forensic Anthropology **Credits: 4**

Total Credits: 20

Note:

CJ 213 and CJ 222 are required prerequisites for the minor.

Forensic Chemistry Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry, environmental 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 atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning Outcomes

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

Students completing this minor are required to maintain a C-average within the required courses.

This minor is designed for students majoring in Natural Science Degrees other than Chemistry (Biology, Earth Science, and Natural Science), but the Forensic Chemistry Minor can be complementary to any major, as long as the prerequisite courses CH 221Z, CH 227Z, CH 222Z, CH 228Z, CH 223Z, and CH 229Z are completed.

Core Courses

- CH 312 Analytical Chemistry **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 334 Organic Chemistry **Credits: 4**
- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- CH 420 Forensic Laboratory Techniques and Documentation **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**

Elective Credits: 3-4

- CH 161 Crime Scene Analysis **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 430 Applications of Forensic Science **Credits: 3**
- CJ 321 Principles of Forensic Investigations **Credits: 4**

Total Credits: 31-32

Forensic Psychology Minor

Academic Programs

Professors: Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Tamina Toray
Associate professors: Jaime Cloud, Alicia Ibaraki
Assistant professors: Kathy Espino-Pérez, Jay Schwartz

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. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Apply scientific reasoning and problem solving, including effective research methods to critically analyze human behavior.
3. Demonstrate knowledge of and/or apply ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
4. Demonstrate competence in writing and in oral and interpersonal communication skills.
5. Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

The Forensic Psychology minor should be planned with a psychology adviser. The Forensic Psychology minor consists of 27 credits, of which at least 15 credits must be upper division. All students complete a required core and then choose from the electives listed below.

Core Courses

- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 252 American Courts **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- PSY 202Z Introduction to Psychology II **Credits: 4**
- PSY 336 Introduction to Forensic Psychology **Credits: 4**
- PSY 438 Advanced Forensic Psychology **Credits: 4**

Choose One

- ANTH 322 Forensic Anthropology **Credits: 4**
- ANTH 328 Forensic Osteology **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 4**
- CJ 225 Substance Abuse: Causes, Enforcement, Prevention **Credits: 4**
- CJ 322 Forensic Anthropology **Credits: 4**
- CJ 328 Forensic Osteology **Credits: 4**
- CJ 352 Criminal Law **Credits: 4**
- CJ 453 Corrections **Credits: 4**
- CJ 455 Correctional Casework and Counseling **Credits: 4**
- CJ 463 Topics on Juvenile Issues **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**
- COM 328 Law and Popular Culture **Credits: 4**
- HE 366 Alcohol, Tobacco and Other Drugs **Credits: 4**
- HE 412 Bullying **Credits: 4**
- PHL 251 Ethics **Credits: 4**
- PHL 380 Philosophy of Law **Credits: 4**
- PSY 328 Mental Health **Credits: 4**
- PSY 450 Psychopathology **Credits: 4**
- PSY 451 Behavioral Neuroscience **Credits: 4**
- PSY 461 Psychopharmacology **Credits: 4**
- PSY 463 Childhood Psychopathology **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**
- SOC 354 Sociology of Deviant Behavior **Credits: 4**

Credits: 4

Total Credits: 27-28

Forensic Science Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry, environmental 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 atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning Outcomes

1. Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry.
2. Employ critical thinking and quantitative analytical skills to solve problems and evaluate scientific data.
3. Use and application of laboratory methods and scientific instrumentation to investigate a scientific

hypothesis, conduct experiments, analyze data and interpret results.
4. Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner.
5. Gather, comprehend, apply and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions.
6. Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our actions have on the natural and human world.

Students completing this minor are required to maintain a C average within the required courses.

Core Courses

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- CH 112Z Chemistry for Health Professions **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 420 Forensic Laboratory Techniques and Documentation **Credits: 4**

Elective Credits: 8

- CH 161 Crime Scene Analysis **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CIE 213 Introduction to Cybercrime **Credits: 4**
- CIE 321 Principles of Cyber Forensic Investigations **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- CJ 322 Forensic Anthropology **Credits: 4**
  or
  ANTH 322 Forensic Anthropology **Credits: 4**
- CJ 328 Forensic Osteology **Credits: 4**
- CJ 333 Forensic DNA Analysis **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- PSY 336 Introduction to Forensic Psychology **Credits: 4**

Total Credits: 27

French Minor

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.

Core Courses

- FR 301 Intermediate French Composition and Phonetics I **Credits: 4**
- FR 302 Intermediate French Composition and Phonetics II **Credits: 4**
- FR 303 Intermediate French Composition and Phonetics III **Credits: 4**

Upper Division Credits: 6

Upper division French courses.

Total Credits: 18

Note:

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

Gender Studies Minor

Professors: Maureen Dolan, Patricia Goldsworthy-Bishop, Kimberly Jensen

Associate Professor: Elizabeth Swedo

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.

Core Courses

Choose Three

- ANTH 370 Women Hold Up Half the Sky **Credits: 4**
- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- PS 436 Gender and Public Policy **Credits: 4**
- SOC 360 Sociology of Gender **Credits: 4**

Elective Credits: 16

Choose from at least two divisions.

Creative Arts

- A 405 Art History: Gender in Art **Credits: 4**

Education

- HE 367 Human Sexuality **Credits: 4**

Humanities

- COM 335 Communication and Gender **Credits: 4**
- COM 435 Rhetoric of the Women's Movement **Credits: 4**
- COM 436 Gender Theory and Activism **Credits: 4**
- LIT 383 Gender and Literature **Credits: 4**
- SPAN 445 Hispanic Women Writers **Credits: 4**

Psychology

- PSY 492 Psychology of Women **Credits: 4**

Criminal Justice Sciences

- CJ 435 Gender, Crime and Justice **Credits: 4**

Social Science

- HST 425 Modern France: Revolution and Napoleon **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**
- HST 427 Modern France: 20th Century **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 445 Postcolonial North Africa **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- SOC 338 Sociology of the Family **Credits: 4**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**
- SOC 440 Women and Development **Credits: 4**
- SOC 460 Feminist Theory **Credits: 3**
- SSC 403 Field Study **Credits: 1-9** Credits: 4

Total Credits: 27-28

Note:

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.

Geographic Information Science Minor

Professors: Jeffrey Myers, Stephen Taylor, Jeffrey Templeton
Assistant professor: David Szpakowski

Mission

The Geographic Information Science (GIS) Minor is part of the Earth and Environmental Science program. The program mission is to provide a liberal arts education in geoscience with an emphasis on scientific methods, problem solving and interdisciplinary science education. A key objective of the minor 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. In addition, GIS skills are a key component of workforce development in the 21st century marketplace.

Learning Outcomes

1. Demonstrate knowledge of Geographic Information Science and geospatial technology.
2. Apply geospatial technology to solve real-world problems and communicate results.
3. Conduct scientific investigations as part of undergraduate degree studies.

Core Courses

- ES 340 Geospatial Techniques **Credits: 4**

- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 343 Remote Sensing **Credits: 4**
- ES 492 Advanced GIS Applications in Earth Science **Credits: 4**

Choose One

- ES 202 Principles of Geology **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**

Total Credits: 24

Note:

The Geographic Information Science minor is designed for undergraduate students working towards a baccalaureate degree. A certificate option is also available for post-baccalaureate students or professionals seeking continuing education. Students completing the GIS Minor are not eligible for the GIS Certificate program, nor are they eligible for the Information Systems and Data Analytics GIS Concentrations.

German Minor

This program is not accepting new students.

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.

Core Courses

- GL 301 Third Year German **Credits: 4**
- GL 302 Third Year German **Credits: 4**
- GL 303 Third Year German **Credits: 4**

Upper Division Elective Credits: 6

Upper division German courses.

- Not GL 342D, 343D, 344D or other courses which are taught in English.

Total Credits: 18

Note:

Students who begin coursework at a higher level than 301 can substitute other courses in consultation with their adviser. Students must maintain a 2.0 GPA in their minor courses.

Gerontology: Aging and Older Adulthood Minor

Professor: Melissa Cannon
Associate professor: LB Bouchard
Dual appointed professor: Rob Winningham

Mission

Provide students with a multidisciplinary foundation of core knowledge and skills drawn from the fields of gerontology, psychology, social work, health, political science, communications and business. Students will gain competence in accessing, evaluating and integrating sources of knowledge within the field. They will develop and refine essential skills through service-learning and practicum experiences. Graduates will apply such knowledge and skills in a manner consistent with an understanding of professional standards and practice.

Learning Outcomes

1. Identify the needs of older adults and assess different approaches to address those needs.
2. Explain the cognitive, physical and social changes associated with older adulthood.
3. Apply perspectives from two or more disciplines to understand the needs of older adults.

The Gerontology minor should be planned with a Gerontology adviser. The minor consists of 28 hours of focused coursework beyond introductory prerequisite coursework.

Core Courses

- GERO 320 Introduction to Aging **Credits: 4**
- GERO 360 Cognitive and Physical Changes in Aging **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**

Elective Credits: 16

- GERO 120 Medical Terminology I **Credits: 4**
- GERO 200 The Aging Self: Your Pathway Through Adulthood **Credits: 4**
- GERO 340 Intersectionality: Inequalities and

Vulnerabilities in Older Adulthood **Credits: 4**
- GERO 350 Chronic Illness and Long-Term Care **Credits: 4**
- GERO 370 Aging and Mental Health **Credits: 4**
- GERO 407 Seminar **Credits: 1-12**
- GERO 410 Practicum in Gerontology I **Credits: 4**
- GERO 415 Aging in Our Physical and Social Environments **Credits: 4**
- GERO 420 Global Aging **Credits: 4**
- GERO 425 Reminiscence, Life Review, and Aging **Credits: 4**
- GERO 460 Housing, Services, and Supports for Older Adults in Their Communities **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Types of Dementia **Credits: 4**
- GERO 484 Death, Dying and Grief **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 461 Psychopharmacology **Credits: 4**
- PSY 483 Adulthood and Aging **Credits: 4**

Total Credits: 28

Healthcare Science Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry, environmental 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 atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning Outcomes

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

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

Core Courses

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- CH 112Z Chemistry for Health Professions **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**

Elective Credits: 12

- BI 231Z Human Anatomy and Physiology I **Credits: 4**
- BI 231L Lab: Human Anatomy and Physiology I **Credits: 0**
- BI 232Z Human Anatomy and Physiology II **Credits: 4**
- BI 232L Lab: Human Anatomy and Physiology II **Credits: 0**
- BI 233Z Human Anatomy and Physiology III **Credits: 4**
- BI 233L Lab: Human Anatomy and Physiology III **Credits: 0**
- CH 106 Scientific Advances in Medicine **Credits: 4**
- CH 247 Foundations of Integrative Medicine **Credits: 4**
- GERO 320 Introduction to Aging **Credits: 4**
- GERO 360 Cognitive and Physical Changes in Aging **Credits: 4**
- HE 325 Nutrition **Credits: 4**
- HE 346 Infectious Disease and Injury Prevention **Credits: 4**
- HE 348 Chronic Disease Prevention and Control **Credits: 4**
- HE 413 Complementary and Alternative Medicine **Credits: 4**
- HE 485 Bioethics and Public Health **Credits: 4**

Total Credits: 27

Academic Programs

History Minor

Professors: David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen
Associate professors: Elizabeth Swedo, Ricardo Pelegrin Taboada

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.

Core Courses

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.

- Africa/Latin America
- Comparative/Methods
- East and West Asia
- Europe/Russia
- North American Studies

The History minor should be planned with the help of a History Department adviser. HST 201Z, HST 202Z, and HST 203Z are designated as North American Studies; HST 104, HST 105 and HST 106 are designated as Comparative/Methods.

Total Credits: 28

Africa/Latin America

Core Courses

- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 443 Jewish North Africa **Credits: 4**
- HST 444 Colonial North Africa **Credits: 4**
- HST 445 Postcolonial North Africa **Credits: 4**
- HST 446 Pandemics and Crises in Latin America **Credits: 4**
- HST 450 Crime and Society in Latin America **Credits: 4**
- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 457 The Cuban Revolution **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- HST 485 Race and Ethnicity in Latin America **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**

Comparative/Methods

Core Courses

- HST 110 Detecting the Past: Critical Thinking with Historical Sources **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
- HST 313 Dissent and Revolution in East Europe **Credits: 4**
- HST 400 The Viking World **Credits: 4**
- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 406 Archival Science **Credits: 4**
- HST 408 Oral History **Credits: 4**
- HST 410 Introduction to Public History **Credits: 4**
- HST 411 World Problems **Credits: 4**
- HST 437 World War II in Film **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 446 Pandemics and Crises in Latin America **Credits: 4**
- HST 451 The Crusades **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- HST 459 Medieval Saints & Sinners: The History of the Medieval Church **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**

- HST 489 Environmental History **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- HST 497 History of Fascism **Credits: 4**

East and West Asia

Core Courses

- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 438 European Imperialisms **Credits: 4**
- HST 440 Gender and Colonialism **Credits: 4**
- HST 441 Decolonization and its Aftermath **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 463 Modern East Asia **Credits: 4**
- HST 495 Arab World in Transition **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**

Europe/Russia

Core Courses

- HST 313 Dissent and Revolution in East Europe **Credits: 4**
- HST 400 The Viking World **Credits: 4**
- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 414 British History to 1300 **Credits: 4**
- HST 415 British History to the 18th Century **Credits: 4**
- HST 418 The Reformation **Credits: 4**
- HST 419 Early Modern Europe **Credits: 4**
- HST 422 Germany: The 19th Century **Credits: 4**
- HST 423 Germany 1914 to 1945 **Credits: 4**
- HST 424 Postwar German History **Credits: 4**
- HST 425 Modern France: Revolution and Napoleon **Credits: 4**
- HST 426 Modern France: 19th Century **Credits: 4**
- HST 427 Modern France: 20th Century **Credits: 4**
- HST 431 Russia to Peter the Great **Credits: 4**
- HST 432 Imperial Russia **Credits: 4**
- HST 433 Soviet Russia **Credits: 4**
- HST 434 Mediterranean Worlds **Credits: 4**
- HST 435 Mediterranean Worlds **Credits: 4**
- HST 436 History of Modern Paris **Credits: 4**
- HST 437 World War II in Film **Credits: 4**
- HST 439 Colonial Cultures **Credits: 4**
- HST 447 The Early Middle Ages **Credits: 4**
- HST 448 The High Middle Ages **Credits: 4**
- HST 449 The Late Middle Ages **Credits: 4**
- HST 451 The Crusades **Credits: 4**
- HST 452 Women and Family in the Middle Ages **Credits: 4**
- HST 459 Medieval Saints & Sinners: The History of the Medieval Church **Credits: 4**
- HST 460 The Black Death **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- HST 497 History of Fascism **Credits: 4**

North American Studies

Core Courses

- HST 404 Gender Issues in History, I **Credits: 4**
- HST 405 Gender Issues in History, II **Credits: 4**
- HST 417 Topics in African American History **Credits: 4**
- HST 442 America and the Middle East **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 475 Colonial America **Credits: 4**
- HST 477 Civil War and Reconstruction **Credits: 4**
- HST 479 Challenges of Progressive Era America **Credits: 4**
- HST 480 Topics in Multicultural American History **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 482 United States 1914-1945 **Credits: 4**
- HST 483 Cold War America **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**
- HST 489 Environmental History **Credits: 4**
- HST 490 Wests of Early America **Credits: 4**
- HST 491 Western U.S.: 20th Century Issues **Credits: 4**
- HST 492 Pacific Northwest History **Credits: 4**
- HST 493 Gender in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**

Human Biology Minor

Professors: Michael Baltzley, Bryan Dutton, Ava Howard, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck
Associate professor: Gareth Hopkins

Introduction to Cells

Choose One

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- BI 221Z Principles of Biology: Cells **Credits: 5**
- **and** BI 221L Lab: Principles of Biology: Cells **Credits: 0**

Foundational Human Anatomy and Physiology Courses

- BI 134 Introductory Human Anatomy and Physiology **Credits: 4**
- **and** BI 134L Lab: Introductory Human Anatomy and Physiology **Credits: 0**
  and
  BI 135 Introductory Human Anatomy and Physiology **Credits: 4**
  and
  BI 135L Lab: Introductory Human Anatomy and Physiology **Credits: 0**

  or

- BI 231Z Human Anatomy and Physiology I **Credits: 4**
  and
  BI 231L Lab: Human Anatomy and Physiology I **Credits: 0**
  and
  BI 232Z Human Anatomy and Physiology II **Credits: 4**
  and
  BI 232L Lab: Human Anatomy and Physiology II **Credits: 0**

Required Upper Division Biology Courses

- BI 303 Human Heredity **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**

Elective Credits: 7-8

Choose two upper-division electives with two different course prefixes from the list below

Biology Elective

- BI 461 Conservation Biology **Credits: 4**

Health Electives

- HE 325 Nutrition **Credits: 4**
- HE 346 Infectious Disease and Injury Prevention **Credits: 4**
- HE 348 Chronic Disease Prevention and Control **Credits: 4**
- HE 366 Alcohol, Tobacco and Other Drugs **Credits: 4**
- HE 367 Human Sexuality **Credits: 4**
- HE 485 Bioethics and Public Health **Credits: 4**

Psychology Electives

- PSY 300/400-level electives **Credits: 4**

Gerontology Electives

- GERO 320 Introduction to Aging **Credits: 4**
- GERO 360 Cognitive and Physical Changes in Aging **Credits: 4**
- GERO 370 Aging and Mental Health **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Types of Dementia **Credits: 4**

Dance Elective

- D 390 Kinesiology for Dance **Credits: 3**

Anthropology or Criminal Justice Electives

- ANTH 311 Human Evolution **Credits: 4**
- ANTH 328 Forensic Osteology **Credits: 4**
  or
  CJ 328 Forensic Osteology **Credits: 4**
- ANTH 395 Medical Anthropology **Credits: 4**
- ANTH 455 Evolution of the Human Diet **Credits: 4**

History Electives

- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- HST 489 Environmental History **Credits: 4**

Exercise Science Electives

- EXS 301 Basic Exercise Science **Credits: 4**
- EXS 372 Biomechanics **Credits: 4**
- EXS 453 Pathophysiology and Exercise **Credits: 4**
- EXS 455 Physical Activity & Aging **Credits: 4**
- EXS 488 Exercise Motivation and Adherence **Credits: 4**

Total Credits: 32-33

Note:

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

Humanities Minor

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.

Academic Programs

Learning Outcomes

1. Creatively integrate and apply perspectives from multiple Humanities disciplines to understand language, culture, literary art, and/or religious and philosophical thought.
2. Critically analyze ideas and language in several Humanities disciplines.
3. Effectively communicate concepts studied in Humanities disciplines in writing and/or speech, adapting to meet the needs of multiple audiences.

Core Courses

Choose upper-division courses from at least two of the following five categories; maximum six credits of internship overall.

- Communication (COM)
- English Studies (ENG, LING, LIT, WR)
- Modern Languages (FR, GL, ML, SPAN)
- Philosophy and Religious Studies (PHL, R)
- Humanities (HUM)

Total Credits: 15

Information Systems Minor

Professors: Jie Liu, Becka Morgan, Matthew Nabbity, Thaddeus Shannon

Mission

The Information Systems degree bridges the study of business and information systems and is less theoretical than the computer science major. An academic focus is placed on the practical application of technology in support of business operation, management and decision making. Graduates receive a solid foundation in enterprise computing. Enterprise computing encompasses various types of enterprise software required to support an organization's operations and goals. We are committed to preparing graduates to become productive employees.

Learning Outcomes

1. Design and implement information system solutions to meet organizational needs.
2. Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
3. Manage ongoing information system operations.

Core Courses

16 upper division credits in IS. Minor should be planned with the help of an adviser.

Total Credits: 16

International Studies Minor

Core Courses

Credits: 12

- From the International Studies, B.A. core

Upper Division Elective Credits: 15

- From the International Studies, B.A. Regional and Topical content areas.

Total Credits: 27

Note:

The major and minor may include additional courses (subject to pre-approval of the adviser) that focus on internationally related topics, and/or substantially and explicitly address international issues.

Juvenile Justice Minor

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl
Coordinator: Vivian Aseye Djokotoe

Mission

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

Learning Outcomes

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

Core Courses

- CJ 344 Comparative Juvenile Justice Systems **Credits: 4**
- CJ 411 Families and Youth Crime **Credits: 4**
- CJ 449 Youth Gangs in American Society **Credits: 4**
- CJ 451 Youth, Crime and Society **Credits: 4**

- CJ 463 Topics on Juvenile Issues **Credits: 4**

Total Credits: 20

Note:

Students not majoring in Criminal Justice will need to take CJ 213 and CJ 214 which are required prerequisites for required upper-division CJ courses.

Latin American Studies Minor

Professors: Maureen Dolan
Associate professor: Jaime Marroquin

Mission

Provides an interdisciplinary approach to Latin American history, society, culture, environment and language. The program encourages students to view Latin America within the ongoing processes of globalization, immigration and trans-nationalism. Students are encouraged to combine coursework on Latin America with study abroad opportunities that include Mexico, Argentina, Ecuador and Chile offered in cooperation with the 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.

Core Courses

- HST 453 Pre-Columbian and Colonial Latin America **Credits: 4**
- SOC 450 Latin American Society **Credits: 4**

Choose One

- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**

Choose One

- GEOG 371 Mexico and Central America **Credits: 4**

Elective Credits: 12

Choose courses from at least two departments

- ANTH 332 Latin America **Credits: 4**
- EC 317 Development Economics **Credits: 4**
- GEOG 370 Human Migration **Credits: 4**
- GEOG 371 Mexico and Central America **Credits: 4**
- HST 407 Seminar **Credits: 4**
- HST 454 History of the Caribbean **Credits: 4**
- HST 455 Modern Latin America **Credits: 4**
- HST 456 Mexico Since Independence **Credits: 4**
- HST 457 The Cuban Revolution **Credits: 4**
- HST 458 History of Inter-American Relations **Credits: 4**
- PS 463 Government and Politics of Developing Nations **Credits: 4**
- SOC 350 Food and Hunger **Credits: 4**
- SOC 400 Globalization and Development **Credits: 4**
- SOC 407 Seminar: Special Topics in Sociology **Credits: 4**
- SOC 427 Revolutionary Social Movements **Credits: 3**
- SOC 440 Women and Development **Credits: 4**
- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**
- SPAN 443 Topics in Latin American Literature **Credits: 4**
- SPAN 445 Hispanic Women Writers **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4**
- SPAN 491 Studies in Latino Literature **Credits: 4**

Total Credits: 28

Latino/Chicano Studies Minor

Professors: Maureen Dolan
Associate professor: Jamie Marroquin
Assistant professor: Ricardo Pelegrin Taboada

Mission

To provide students with a broad knowledge base and the intellectual tools to understand the central questions, applications and languages relevant to this field of inquiry. Courses focus on comparative topic issues, discipline specific approaches and practicum/experiential learning opportunities.

Learning Outcomes:

1. Explain the cultural dynamics of Mexican and Hispanic origin people in the U.S.
2. Integrate the lenses of history, social sciences and language studies to analyze topics and issues involving

the Latino and Chicano communities.
3. Apply academic skills in Oregon's Latino and Latin American communities.

Core Courses

Select four courses, at least one in social science and one in humanities. In the case of the humanities courses, we recommend that you choose one language and one culture/literature course:

- HST 454 History of the Caribbean **Credits: 4**
- HST 486 Chicano/a History **Credits: 4**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I **Credits: 4**
- SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II **Credits: 4**
- SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III **Credits: 4**
- SPAN 328 Introduction to Chicano Literature and Culture **Credits: 4**
  or
  HUM 328 Introduction to Latino/Chicano Literature **Credits: 4**
- SPAN 342 The Politics of Latino Film and Art **Credits: 4**
  or
  HUM 342 Introduction to Chicano/Latino Life and Culture **Credits: 4**

Electives

In consultation with an adviser, select four additional courses from courses above not already used and/or the following, with no more than two courses from any one department:

- GEOG 370 Human Migration **Credits: 4**
- GEOG 371 Mexico and Central America **Credits: 4**
- HST 490 Wests of Early America **Credits: 4**
- HST 491 Western U.S.: 20th Century Issues **Credits: 4**
- SOC 406 Special Individual Studies **Credits: 1-12** (when related to Latino/Chicano Studies)
- SOC 407 Seminar: Special Topics in Sociology **Credits: 4** (when related to Latino/Chicano Studies)
- SOC 409 Practicum: Latino/a Ed Mentor **Credits: 1-16**
- SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I **Credits: 4**
- SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II **Credits: 4**
- SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**
  or
  HUM 340 Hispanic Culture and Civilization: Mexico **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4** (when related to Latino/Chicano Studies)
- SPAN 407 Seminar **Credits: 1-6** (when related to Latino/Chicano Studies)

Total Credits: 28-32

Legal Studies Minor

Associate professor: Earlene Camarillo

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.

Core Courses

- BA 226Z Introduction to Business Law **Credits: 4**
- PS 201 American National Government **Credits: 4**
- PS 479 American Constitutional Law **Credits: 4**
- PS 484 American Jurisprudence **Credits: 4**
- PS 485 Legal Reasoning and Writing **Credits: 4**

Elective Credits: 4-8

Minimum 4 credits. At least one must be upper division.

- BA 211Z Principles of Financial Accounting **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- COM 321 Influence Through Argument **Credits: 4**
- COM 326 Freedom of Speech **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**
- HST 414 British History to 1300 **Credits: 4**
- HST 415 British History to the 18th Century **Credits: 4**
- PHL 103 Introduction to Logic **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**
- PHL 380 Philosophy of Law **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- PS 480 Administrative Law **Credits: 4**

- PS 486 International Organizations and Law **Credits: 4**
- PS 494 Human Rights **Credits: 4**

Total Credits: 24-28

Linguistics Minor

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.

Core Courses

- LING 310 Introduction to Linguistics **Credits: 4**
- LING 315 Structure of English **Credits: 4**

Elective Credits: 12

Upper-division Linguistics or English courses

Must be approved by adviser.

Total Credits: 20

Note:

Students planning a minor in English, Literature, Linguistics or Writing need to be aware of prerequisites for upper-division courses. Students with a major in English or Language Arts Education who want a minor in one of the English disciplines need to plan with an advisor because courses used for a major cannot also be counted toward a minor.

Literature Minor

Professors: Henry Hughes, Gavin Keulks, Katherine Schmidt, Robert Troyer
Associate professor: Ryan Topper

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.

Core Courses

- One 200-level Literature or English course **Credits: 4**

Elective Credits: 12

Upper-division Literature or English courses.

Must be approved by advisor.

Total Credits: 16

Note:

Students planning a minor in English, Literature, Linguistics or Writing need to be aware of prerequisites for upper-division courses. Students with a major in English or Language Arts Education who want a minor in one of the English disciplines need to plan with an advisor because courses used for a major cannot also be counted toward a minor.

Mathematics Education Minor

Professors: Cheryl Beaver
Associate professors: Ben Coté, Matthew Ciancetta

Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

Core Courses

- MTH 211 Foundations of Elementary Mathematics I **Credits: 4**
- MTH 212 Foundations of Elementary Mathematics II **Credits: 4**
- MTH 213 Foundations of Elementary Mathematics III **Credits: 4**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 4**
- MTH 394 Geometry and Measurement for Elementary and Middle School Teachers **Credits: 4**

- MTH 396 Elementary Problem Solving **Credits: 4**

Choose One

- MTH 111Z Precalculus I: Functions **Credits: 4**
- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 4**

Total Credits: 24-25

Note:

Mathematics education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

Mathematics Minor

Professors: Cheryl Beaver, Scott Beaver
Associate professors: Ben Coté, Matthew Ciancetta

Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

Core Courses

- MTH 251Z Differential Calculus **Credits: 4**
- MTH 252Z Integral Calculus **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**

Choose One

- MTH 253Z Calculus: Sequences and Series **Credits: 4**
- MTH 254 Multivariate Calculus **Credits: 4**

Upper Division Mathematics Elective Credits: 12

Three courses approved by the adviser.

Total Credits: 28

Note:

Mathematics minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

Medicinal Chemistry and Pharmacology Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Mission

Provides preparation for professional work in chemistry or forensic science; graduate work in chemistry, environmental 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 atmospheric sciences. Through the study of general, organic, analytical and physical chemistry, students gain an understanding of the world around them.

Learning Outcomes

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

Students pursuing this minor must maintain a C average in their minor coursework.

Core Courses

- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 334 Organic Chemistry **Credits: 4**

- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- CH 450 Biochemistry I **Credits: 4**
- CH 451 Biochemistry II **Credits: 3**

Choose One Series

- PH 201 General Physics **Credits: 4**
- PH 202 General Physics **Credits: 4**
- PH 203 General Physics **Credits: 4**
  or
  PH 211 General Physics with Calculus **Credits: 4**
- PH 212 General Physics with Calculus **Credits: 4**
- PH 213 General Physics with Calculus **Credits: 4**

Total Credits: 35

Military Science, Army ROTC, Minor

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 118 Military Physical Conditioning and MS 305 American Military History cannot be used for this requirement.

Core Courses

- MS 118 Military Physical Conditioning **Credits: 1** Credits: 6
- MS 305 American Military History **Credits: 3**

Credits: 18

- MS 111 Military Science I: Introduction to ROTC **Credits: 1**
- MS 112 Military Science I: Land Navigation and Squad Fundamentals **Credits: 1**
- MS 113 Military Science I: Adventure Training **Credits: 1**
- MS 211 Military Science II: American Military **Credits: 2**
- MS 212 Military Science II: Fundamentals of Military Operations **Credits: 2**
- MS 213 Military Science II: Military Operations **Credits: 2**
- MS 311 Military Science III: Adaptive Team Leadership **Credits: 3**
- MS 312 Military Science III: Applied Team Leadership I **Credits: 3**
- MS 313 Military Science III: Applied Team Leadership II **Credits: 3**
- MS 314 Advanced Summer Camp: Leader Development and Assessment Course **Credits: 6**
- MS 411 Military Science IV: Adaptive Leadership **Credits: 3**
- MS 412 Military Science IV: Leadership Ethics **Credits: 3**
- MS 413 Military Science IV: Leadership in Complex World **Credits: 3**

Choose One

- PS 423 Issues in National Policy **Credits: 4**
- PS 440 Causes of War **Credits: 4**
- PS 360 U.S. Foreign and National Security Policy **Credits: 4**

Writing Credits: 4

Any writing course higher than WR 122Z

Total Credits: 35

Note:

Students interested in obtaining an officer's commission may contact the Army ROTC department. Classes may be taught at WOU or OSU in Corvallis. Further information about Army ROTC scholarships and other aspects of the program may be obtained from Western Oregon University, Military Science Department, 345 N. Monmouth Ave., APSC 201, Monmouth OR 97361, 503-838-8353; or contact Oregon State University, Army ROTC, 208 McAlexander Fieldhouse, Corvallis OR 97331, 541-737-3511.

Music Minor

In the Music minor, students choose from a variety of music courses to suit their individual goals. Elective options include: ensembles, individual lessons, audio production, music history, additional theory and aural skills, etc.

Core Courses

- MUS 111 Music Theory I: Fundamentals of Music **Credits: 3**

- MUS 114 Aural Skills I **Credits: 1**

Lower Division Music Elective Credits: 8

Any MUS 100-299, MUEN 100-199, MUP 100-299

Upper Division Music Elective Credits: 15

Any MUS 300-499, MUEN 300-399, MUP 300-499

Total Credits: 27

Naval Science, Naval ROTC Minor

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

Neuroscience Minor

Mission

The study of neuroscience provides students the opportunity to apply interdisciplinary knowledge in order to have a better understanding of the behavior of both human and non-human animals. Students will gain knowledge about the anatomy and physiology of nervous systems at the molecular, cellular, organ system, and organismal levels. An understanding of neuroscience issues prepares students to address major societal issues, such as neurodegenerative disorders, drug use, and mental health challenges.

Learning Outcomes

1. Understand the fundamental disciplinary content and concepts in neuroanatomy, neurophysiology, and neuropsychology.
2. Connect the structure and function of the nervous system to topics such as human behavior, non-human animal behavior, neuropharmacology, sensory and perception processes, and neurological disorders.
3. Apply the appropriate experimental and analytical methods to current issues in neuroscience.

Core Courses

Foundational Courses

- BI 221Z Principles of Biology: Cells **Credits: 5**
  and
  BI 221L Lab: Principles of Biology: Cells **Credits: 0**
  and
  BI 222Z Principles of Biology: Organisms **Credits: 5**
  and
  BI 222L Lab: Principles of Biology: Organisms **Credits: 0**
  or
- PSY 201Z Introduction to Psychology I **Credits: 4**
  and
  PSY 360 Cognitive Psychology **Credits: 4**

Choose Two

- BI 437 Neurobiology **Credits: 4**
- PSY 451 Behavioral Neuroscience **Credits: 4**
- PSY 461 Psychopharmacology **Credits: 4**
- PSY 473 Sensation and Perception **Credits: 4**

Choose Three

- BI 334 Advanced Human Anatomy and Physiology **Credits: 4**
  and
  BI 334L Lab: Advanced Human Anatomy and Physiology **Credits: 0**
- BI 360 Animal Behavior **Credits: 4**
  and
  BI 360L Lab: Animal Behavior **Credits: 0**
- BI 434 Comparative Animal Physiology **Credits: 4**
  and
  BI 434L Lab: Comparative Animal Physiology **Credits: 0**
- BI 437 Neurobiology **Credits: 4**
- PSY 451 Behavioral Neuroscience **Credits: 4**
- PSY 460 Cognitive Neuroscience Seminar **Credits: 1-4**
- PSY 461 Psychopharmacology **Credits: 4**
- PSY 465 Motivation **Credits: 4**
- PSY 473 Sensation and Perception **Credits: 4**

Total Credits: 25-30

Note:

Students who are not Biology or Psychology majors may need to take both Foundational Course sequences in order to meet the prerequisite requirements of the elective courses.

Organizational Leadership Minor

Mission

Provide opportunities for students to develop and enhance leadership knowledge and competencies deemed essential in hiring and initial advancement within organizations in any industry or setting. Includes instruction in organization behavior/systems, leadership/team dynamics, creative thinking, communication, conflict management, and diversity.

Learning Outcomes

1. Demonstrate knowledge and application of principles, theories, and concepts of leadership within complex adaptive systems.
2. Demonstrate creative thinking and problem solving.
3. Demonstrate personal growth as a leader and to the ability to work effectively with people from diverse backgrounds.

Students must complete courses in at least three of the following disciplines: art; business/entrepreneurship; communication; philosophy; political science; psychological science; sociology; or writing.

Students must complete a minimum of 15 upper division credits.

Students must complete the minimum number of credits indicated for each section.

Core Courses

Organizational Foundation

Choose One

- BA 361 Organizational Behavior **Credits: 4**
- BA 495 Organization Design **Credits: 3**
- PSY 445 Introduction to Industrial/Organizational Psychology **Credits: 4**
- PSY 447 Organizational Consulting **Credits: 4**

Creative Thinking

Choose One

- A 311 Creativity and Idea Generation **Credits: 4**
- BA 412 New Product Development **Credits: 4**
- ENT 381 Creativity and Entrepreneurs **Credits: 1**
- **and** ENT 382 Innovation and Strategy **Credits: 1**
- PSY 449 Psychology of Creativity **Credits: 4**

Leading in Complex Adaptive Systems

Choose One

- BA 474 Business Leadership **Credits: 4**
- COM 323 Group Discussion and Leadership **Credits: 4**
- PSY 443 Psychology of Teamwork **Credits: 4**
- PSY 446 Psychology of Leadership **Credits: 4**

Written Communication

Choose One

- BA 305 Business Analysis & Report Writing **Credits: 3**
- COM 312 Public Relations Communication **Credits: 4**
- COM 450 Crisis Communication Management **Credits: 4**
- WR 300 Writing in the Workplace **Credits: 4**

Oral Communication

Choose One

- COM 321 Influence Through Argument **Credits: 4**
- COM 324 Business and Professional Communication **Credits: 4**
- COM 420 Communication in Organizations **Credits: 4**
- COM 422 Persuasion **Credits: 4**
- PSY 423 Interviewing and Appraisal **Credits: 4**

Conflict Management

- COM 340 Conflict Management **Credits: 4**

Leading in a Diverse World

Choose One

- BA 284 Introduction to International Business **Credits: 3**
- BA 370 Business and Society **Credits: 4**
- BA 392 Management of Diversity **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**
- PS 203 International Relations **Credits: 4**
- PSY 487 Cross-Cultural Psychology **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**
- SOC 420 Political Sociology: Theories of the State **Credits: 3**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**

Total Credits: 23-28

Physical Science Minor

Professor: Patricia Flatt
Associate professor: Feier Hou
Assistant professor: Keith Schwartz

Core Courses

- CH 334 Organic Chemistry **Credits: 4**
- CH 335 Organic Chemistry **Credits: 4**
- CH 336 Organic Chemistry **Credits: 4**
- One upper division Physical Science course (i.e., a course with a CH, ES, or GS prefix) approved by adviser

Choose One Sequence

- PH 201 General Physics **Credits: 4**
  and
  PH 202 General Physics **Credits: 4**
  and
  PH 203 General Physics **Credits: 4**
  or

- PH 211 General Physics with Calculus **Credits: 4**
  and
  PH 212 General Physics with Calculus **Credits: 4**
  and
  PH 213 General Physics with Calculus **Credits: 4**

Total Credits: 27-28

Political Science Minor

Professors: Eliot Dickinson, Mary Pettenger
Associate professor: Earlene Camarillo

Mission

To serve students through teaching and mentoring, serve society through research, public outreach and activities and serve the university through collegial participation in all aspects of the community.

Learning Outcomes

1. Critically analyze political problems.
2. Understand the structure and processes of local, state, national and foreign governments.
3. Develop skills in research, writing, public outreach, advocacy and leadership.

Core Courses

- PS 201 American National Government **Credits: 4**

Choose Two

- PS 202 State and Local Government **Credits: 4**
- PS 203 International Relations **Credits: 4**
- PS 204 Governments of the World **Credits: 4**

Choose Two

- PS 350 Introduction to Public Policy **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- PS 355 Civic Literacy and Engagement **Credits: 4**
- PS 375 Scope and Methods of Political Science **Credits: 4**

Upper Division Political Science Electives Credits: 8

Must be chosen with the advice of Political Science adviser

Total Credits: 28

Psychology Minor

Professors: Jamie Cloud, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Rob Winningham
Associate professors: Kathy Espino-Pérez, Alicia Ibaraki, Jay Schwartz
Assistant professors: Jessica Dugan, Brooke Nott

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. Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
2. Apply scientific reasoning and problem solving, including effective research methods to critically analyze human behavior.
3. Demonstrate knowledge of and/or apply ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.
4. Demonstrate competence in writing and in oral and interpersonal communication skills.
5. Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Core Courses

The Psychology minor should be planned with a psychology adviser. The Psychology minor consists of 27 hours of courses with a PSY prefix, of which at least 15 hours must be upper division. A maximum of 12 hours of lower division courses can be applied the Psychology minor. Maximum 4 credits of P/ NC coursework including PSY 399, PSY 406, PSY 409 or PSY 411 can count as electives in the Psychology minor. PSY 410 can not be counted as an elective in the Psychology minor. In addition to courses with the PSY prefix, any gerontology course with a GERO prefix can count as an elective for the minor.

PSY 201Z and PSY 202Z are required for the Psychology minor.

- PSY 201Z Introduction to Psychology I **Credits: 4**
- PSY 202Z Introduction to Psychology II **Credits: 4**

Total Credits: 27

Public Health Minor

Professor: Emily Vala-Haynes
Associate professor: Daniel Dowhower

Academic Programs

Mission

To provide students with an overview of the critical components of public health, including the definition of community health, metrics related to population health, the impact of health inequities and social determinants on health and health behaviors, epidemiology, health promotion and education, and the development of skills to solve real-life public health and other social issues.

Learning Outcomes

1. Demonstrate proficiency in the understanding of the public health and social determinants of health framework.
2. Examine population health metrics and interpret evidence-based trends and the bases of public health issues.
3. Develop and apply health promotion strategies to impact health-related behaviors at the community level.

Core Courses

- HE 227 Community and Public Health **Credits: 4**
  or
  HE 285 Foundations of Health Education **Credits: 4** by instructor approval
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- HE 375 Epidemiology **Credits: 4**
  or
  HE 343 Introduction to Health Data Analysis and Visualization **Credits: 4**

Population Health Choose Two*

- HE 333 Diet, Food Systems and Public Health **Credits: 4**
- HE 341 Environmental Health **Credits: 4**
- HE 360 U.S. Health Care System And Health Policy **Credits: 4**
- HE 399 Special Studies **Credits: 1-15** Credits: 4 **
- HE 411 Health Communication **Credits: 4**
- HE 428 Poverty and Public Health **Credits: 4**
- HE 457 Migrant Health **Credits: 4**
- HE 465 Global Health **Credits: 4**
- HE 485 Bioethics and Public Health **Credits: 4**

Health Behavior and Health Promotion Choose One*

- HE 325 Nutrition **Credits: 4**
- HE 329 Health and Human Services **Credits: 4**
- HE 330 Theory of Health Promotion **Credits: 4**
- HE 346 Infectious Disease and Injury Prevention **Credits: 4**
- HE 348 Chronic Disease Prevention and Control **Credits: 4**
- HE 366 Alcohol, Tobacco and Other Drugs **Credits: 4**
- HE 367 Human Sexuality **Credits: 4**
- HE 399 Special Studies **Credits: 1-15** Credits: 4 **
- HE 415 Child and Adolescent Health **Credits: 4**
- HE 420 Healthy Relationships **Credits: 4**

Additional Elective Choose One*

- Select one additional elective course from any of the two blocks above

Total Credits: 28

Note

HE 285 , HE 330 , HE 343 , and HE 375 have prerequisites. See course descriptions for specific prerequisites.

*Additional courses might be considered by advisor approval.

** Special Topics: Nutrition through the Life Span or Reproductive Health are recommended

Public History Minor

Professors: David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen
Associate professors: Elizabeth Swedo, Ricardo Pelegrin Taboada

Mission

Public History prepares students to interpret, preserve, and collect history for diverse audiences. This interdisciplinary minor provides students the opportunity to work directly with local historical organizations to gain experience working in Public History.

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 to diverse audiences.

Core Courses

- ANTH 360 Museum Studies **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
- HST 403 Practicum **Credits: 1-6** Credits: 2
- HST 410 Introduction to Public History **Credits: 4**

Elective Credits: 11-14

Business

- BA 310 Principles of Marketing **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- BA 362 Business Ethics **Credits: 4**

Computer Science

- CS 195 Fundamentals of Web Design **Credits: 4**

Creative Arts

- A 204 Art History: Prehistoric through Late Antiquity **Credits: 4**
- A 205 Art History: Middle Ages through Renaissance **Credits: 4**
- A 206 Art History: Baroque through Contemporary **Credits: 4**
- A 304 History of Modern Art, 1789-1914 **Credits: 4**
- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- MUS 101 Pop Music in America **Credits: 3**
- MUS 102 Rock Music: A Social History **Credits: 3**
- MUS 103 Jazz History **Credits: 3**
- MUS 267 Music in America: 1800-1945 **Credits: 3**
- MUS 268 Music in America: 1945-1967 **Credits: 3**
- MUS 269 Music in America: 1967-Present **Credits: 3**
- TA 381 Theatre History I **Credits: 4**
- TA 382 Theatre History II **Credits: 4**
- TA 383 Theatre History III **Credits: 4**
- TA 386 International Theatre **Credits: 3**

Education

- ED 200 Foundations of Education **Credits: 4**

Natural Science

- ES 340 Geospatial Techniques **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**

Social Science

- HST 406 Archival Science **Credits: 4**
- HST 408 Oral History **Credits: 4**
- PS 350 Introduction to Public Policy **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- SOC 206Z Social Problems **Credits: 4**
- Other course with consent of adviser **Credits: 3-4**

Total Credits: 25-28

Public Policy and Administration Minor

Associate Professor: Earlene Camarillo

Mission

Prepares students for employment in government, non-profit organizations and in businesses connected to the public sector. Faculty teaching, service and research promote efficient, effective and just public service and policies.

Learning Outcomes

1. Analyze issues in public administration and policy.
2. Analyze the administrative context, politics and practical implications of public choices.
3. Demonstrate skills in internal and external organizational communication, public outreach and advocacy.

Core Courses

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PS 350 Introduction to Public Policy **Credits: 4**
- PS 351 Introduction to Public Administration **Credits: 4**
- PS 466 Governmental Budgeting **Credits: 4**

Choose One

- PS 410 Political Science Internship **Credits: 4 or 8** Credits: 4
- PS 454 Public Personnel Administration **Credits: 4**
- PS 480 Administrative Law **Credits: 4**

Total Credits: 24

Social Science Minor

Core Courses

A minor in Social Science may be designed with the help of a division adviser. Courses in the minor must be from the following disciplines: Anthropology, Criminal Justice, History, Political Science, Sociology or Sustainability. At least 15 credit hours must be upper division.

Total Credits: 27

Sociology Minor, Community Services Emphasis

Core Courses

- SOC 305 Social Problems, Social Justice, Social Policy **Credits: 4**
- SOC 310 Service-Learning and Community Praxis **Credits: 4**

Choose Four

- SOC 315 Social Stratification and Inequality **Credits: 4**
- SOC 338 Sociology of the Family **Credits: 4**
- SOC 340 Community Organizing **Credits: 4**
- SOC 354 Sociology of Deviant Behavior **Credits: 4**

- SOC 360 Sociology of Gender **Credits: 4**
- SOC 409 Practicum: Latino/a Ed Mentor **Credits: 1-16** Credits: 4
- SOC 434 African American Studies: Social Issues, Social Movements **Credits: 3**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SOC 436 Native American/Asian American Studies: Social Issues, Social Movements **Credits: 3**
- SOC 437 Sociology of Race/Ethnic Relations **Credits: 4**

Total Credits: 22-24

Sociology Minor, Theory and Research Emphasis

Core Courses

- SOC 204Z Introduction to Sociology **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**
- **or** SOC 328 Introduction to Social Data Analysis **Credits: 4**
- SOC 370 Sociological Theory **Credits: 4**

Elective Credits: 10-12

Total Credits: 22-24

Note:

Must be selected in consultation with a sociology adviser. Minimum 16 upper division credits for the minor.

Spanish Minor

Coursework consists of a total of 20 credits at the 300- or 400-level. Students may opt for the third year language (SPAN 301, SPAN 302, SPAN 303 sequence or SPAN 317, SPAN 318, SPAN 319 sequence for heritage speakers) and two more courses at the 300- or 400-level. If they have tested out of the language sequences, they may take five courses at the 300- or 400-level.

Students must maintain a 2.0 GPA in their minor courses.

Total Credits: 20

Sport Management Minor

Professors: Zenon Zygmont, Keven Malkewitz, Shaun Hansen

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.

Core Courses

- BA 243 Business Statistics **Credits: 4**
  or
  STAT 243Z Elementary Statistics I **Credits: 4**
- BA 310 Principles of Marketing **Credits: 4**
- BA 361 Organizational Behavior **Credits: 4**
- EC 315 Econometric Analysis and Report Writing **Credits: 4**
- EC 333 Economics of Professional Sports **Credits: 4**
  or
  EC 334 Economics of Collegiate Sports **Credits: 4**

Elective Credits: 8

- BA 409 Internship/Practicum **Credits: 1-12** Credits: 1-3
  or
  EXS 409 Practicum **Credits: 1-12** Credits: 1-3
- BA 412 New Product Development **Credits: 4**
- BA 414 Sports Marketing **Credits: 4**
- EXS 376 Introduction to Sport Management **Credits: 3**
- EXS 410 Sport Ethics **Credits: 4**
- EXS 488 Exercise Motivation and Adherence **Credits: 4**
- PSY 415 Psychology of Sports **Credits: 4**

Total Credits: 28

Note:

Other courses may be considered for inclusion with prior approval from adviser. Substitution form required.

Sustainability Minor

Mission

Provide knowledge and mentoring that will transform students into leaders who apply systems thinking in order to envision and implement solutions towards sustainable development.

Learning Outcomes

1. Describe social, environmental, and economic

elements of sustainable human communities
2. Analyze the systemic nature of interrelationships among social, environmental, and economic elements of a thriving human community.
3. Apply knowledge through actions that promote a sustainable and balanced system between humans and the environment.

Core Courses

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- SUST 101 Sustainable World **Credits: 4**
- SUST 201 Nature & Society **Credits: 4**
- SUST 221 Data Analysis **Credits: 4**

Choose Three

- SUST 330 Sustainability and Social Justice **Credits: 4**
- SUST 340 Sustainability & Capitalism **Credits: 4**
- SUST 370 Energy, Environment and Society **Credits: 4**
- SUST 380 Environmental Conservation **Credits: 4**

Total Credits: 28

The Arts Minor

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 minor allows students to study multiple areas offered in the division - art, music, theatre and dance.

Core Courses

- All minors must be planned with and approved by a Creative Arts Division advisor.
- Requires coursework in at least two different Creative Arts areas.
- Minimum of 12 upper division credits.

Total Credits: 27

Theatre Arts Minor

Professors: Scott Grim, Michael Phillips
Associate professor: Sandra Hedgepeth

Core Courses

- TA 110 Introduction to the Theatre Arts **Credits: 3**
- TA 251 Acting I **Credits: 4**
- TA 253 Production Workshop **Credits: 1-3** Credits: 3

Choose One

- TA 244 Technical Theatre: Scenecraft **Credits: 4**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 246 Technical Theatre: Costuming **Credits: 4**

Choose One

- TA 381 Theatre History I **Credits: 4**
- TA 382 Theatre History II **Credits: 4**
- TA 383 Theatre History III **Credits: 4**
- TA 386 International Theatre **Credits: 3**

Upper Division Elective Credits: 12

Total Credits: 28-30

Writing Minor

Professors: Henry Hughes, Katherine Schmidt

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.

Core Courses

- WR 222 Writing for the Sciences **Credits: 4**
  or
  WR 230 Introduction to Writing Studies **Credits: 4**

Elective Credits: 15-16

Upper-division Writing or English courses

May include TA 330 Script Writing or TA 320 Dramaturgy.

Total Credits: 19-20

Note:

Students planning a minor in English, Literature, Linguistics or Writing need to be aware of prerequisites for upper-division courses. Students with a major in English or Language Arts Education who want a minor in one of the English disciplines need to plan with an advisor because courses used for a major cannot also be counted toward a minor.

Undergraduate Certification

Aging and Older Adulthood Certificate

Professor: Melissa Cannon
Associate professor: LB Bouchard
Dual appointed professor: Rob Winningham

Mission

With the increase in older adult populations in Oregon and across the globe, trained professionals in a broad array of career fields will need to understand the physical, cognitive, and social changes that occur as we age. Our Gerontology: Aging and Older Adulthood Certificate will help students learn more about aging in context; develop important competencies related to organizations and businesses that serve older adults; and enhance their career and graduate school outcomes.

Learning Outcomes

1. Explain the cognitive, physical, and social changes associated with older adulthood
2. Identify how an understanding of aging complements career paths

Core Courses

- GERO 320 Introduction to Aging **Credits: 4**
- GERO 360 Cognitive and Physical Changes in Aging **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**

Choose One

- GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood **Credits: 4**
- GERO 350 Chronic Illness and Long-Term Care **Credits: 4**
- GERO 410 Practicum in Gerontology I **Credits: 4**
- GERO 415 Aging in Our Physical and Social Environments **Credits: 4**
- GERO 420 Global Aging **Credits: 4**
- GERO 425 Reminiscence, Life Review, and Aging **Credits: 4**
- GERO 460 Housing, Services, and Supports for Older Adults in Their Communities **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Types of Dementia **Credits: 4**
- GERO 484 Death, Dying and Grief **Credits: 4**

Total Credits: 16

Bilingual and Biliteracy in Spanish Achievement Certificate

Mission

A Bilingual and Biliteracy in Spanish Certificate of Achievement certificate provides students with professional knowledge of language, literature and culture of Spanish, the second most spoken language in the US, which is also a booming language in Oregon. This gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, business, law, and medical fields.

Learning Outcomes

1. Produce and understand oral and written communication at an Advanced High level, as defined by the ACTFL.
2. Interact respectfully and appropriately with individuals and companies from bicultural backgrounds.
3. Compare and contrast cultural elements from Spanish speaking countries with their own culture, both within the Latino culture in the United States and American culture in general.

Prerequisite: SPAN 319 or equivalent

Core Courses

- SPAN 328 Introduction to Chicano Literature and Culture **Credits: 4**
- SPAN 379 Introduction to Spanish Linguistics **Credits: 4**
- SPAN 483 Spanish in the United States **Credits: 4**

Choose One

- SPAN 342 The Politics of Latino Film and Art **Credits: 4**
- SPAN 401 Advanced Spanish Proficiency **Credits: 4**
- SPAN 443 Topics in Latin American Literature **Credits: 4**
- SPAN 446 Migration and Borders in the Hispanic World **Credits: 4**

Academic Programs

Total Credits: 16

Bilingual/ESOL (English for Speakers of Other Languages) Certificate

Mission

Prepares teachers and other education professionals to develop students' competencies in bilingualism, biliteracy and multiculturalism. Builds expertise for effective instruction and services for children and families in bilingual settings.

Learning Outcomes

1. Prepare teachers and other education professionals who have advanced language proficiency necessary to deliver instruction bilingually, in English and a modern language of emphasis.
2. Prepare teachers and other education professionals who understand how first and second languages are acquired and developed, and apply research-based teaching and assessment practices that address the needs of emerging bilingual students in a variety of school settings.
3. Prepare teachers and other education professionals who foster a climate that is inclusive of all diversity, understand the influence of culture on students' learning process and academic achievement, are knowledgeable about policies related to the education of emerging bilingual students, and collaborate with colleagues, administrators and families to meet learners' needs.

Core Courses

- ED 407 Non-Licensure Seminar **Credits: 4** Credits: 4 *****

  or

  ED 409 Practicum **Credits: 1-12** Credits: 3 *****
- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 482 Sociopolitical Foundations of ESOL and Bilingual Education **Credits: 4**
- ED 483 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom **Credits: 4**
- ED 484 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom **Credits: 4**
- ED 491 Instructional and Assessment Approaches for ESOL and Bilingual Learners **Credits: 4**

Modern Language Credits: 8

- A minimum of 8 credits of upper division Modern Language courses (e.g., 300-level and above coursework in Spanish, German, French, ASL)

Total Credits: 31-32

Note:

- All students must meet with an ESOL advisor to complete a program plan.
- Students seeking the ESOL Endorsement (added to an Oregon educator license) must obtain a passing score on the required ESOL test.
- Students seeking the Bilingual Specialization (added to an Oregon educator license) must obtain a passing score on the required language test.
- *Students seeking an ESOL Endorsement take ED 409 Practicum. Non-licensure students take ED 407 Seminar.

Computational Linguistics Certificate

Professors: Becka Morgan, Thaddeus Shannon, Robert Troyer

Assistant professor:
Milntra Raksachat

Mission

The Certificate in Computational Linguistics (CCL) is a unique interdisciplinary program that combines coursework in Computer Science, Linguistics and Mathematics to prepare students for the rapidly increasing number of careers that require knowledge of both technology and human language.

Learning Outcomes

1. Students who complete the CCL will be able to apply their knowledge of language structure and function to programming, information systems, and data management.
2. Likewise, those who are planning on careers that are more aligned with the Humanities and Social Sciences will learn valuable skills in coding, analytics, and data management.

Core Courses

- CS 133 Introduction to Python Programming **Credits: 4**
- IS 240 Information Management I **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**
- LING 315 Structure of English **Credits: 4**
- LING 350 Linguistics in the Digital Age **Credits: 4**

- STAT 243Z Elementary Statistics I **Credits: 4**

Total Credits: 24

Early Childhood Education Certificate

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 young children and their families.

Learning Outcomes

1. The program prepared caring, competent professionals who:
2. Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all young children.
3. Create a climate where diversity is valued.
4. Successfully affect the learning and development of young children and their families.

Core Courses

- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 4**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 4**
- ED 459 Language and Communication Growth in Diverse Early Learners **Credits: 4**
- ED 476 Understanding Poverty & Trauma: Fostering Resiliency in Early Childhood **Credits: 4**

Choose One

- ED 323 Motor Development in Inclusive Early Childhood Education **Credits: 4**
- ED 342 Learning through Play: Theory, Practice, & Purposes **Credits: 4**
- ED 347 Foundations of Early Literacy **Credits: 4**

Total Credits: 20

Elementary French Certificate

This program is not accepting new students.

Mission

Prepares students to enter the work force with an elementary level of fluency in the language listed on the certificate so they can interact in this language with individuals and companies during the course of their work, both in writing and verbally.

Learning Outcomes

1. Students will be able to engage in real-life interactions with speakers of the target language in the target language.
2. Students will be able to demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life.
3. Students will be able to interact respectfully and appropriately with individuals and companies from different cultural backgrounds.

Core Courses

- FR 101 First Year French I **Credits: 4**
- FR 102 First Year French II **Credits: 4**
- FR 103 First Year French III **Credits: 4**

Total Credits: 12

Elementary German Certificate

This program is not accepting new students.

Mission

The Elementary Certificate in German provides students with professional knowledge of the German language and culture. German is the most widely-spoken mother tongue in the European Union, and 1,200 German-owned companies operate in the United States. 750+ major U.S. businesses have branches in Germany, the highest ranking European country for Oregon exports. The certificate gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, science, business, law, foreign service, and medical fields.

Learning Outcomes

1. Students will be able to engage in real-life interactions with speakers of the target language in the target language.
2. Students will be able to demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life.
3. Students will be able to interact respectfully and appropriately with individuals and companies from different cultural backgrounds.

Core Courses

- GL 101 First Year German **Credits: 4**

- GL 102 First Year German **Credits: 4**
- GL 103 First Year German **Credits: 4**

Total Credits: 12

Elementary Spanish Certificate

Mission

Prepare students to enter the work force with an elementary level of fluency so that they can interact in this language with individuals and companies during the course of their work, both in writing and verbally.

Learning Outcomes

1. Have successful real-life interactions with speakers of the target language at the elementary level.
2. Interact respectfully with individuals and organizations from different cultural backgrounds.
3. Understand the value of a bilingual society.

Core Courses

- SPAN 101Z First-year Spanish I **Credits: 4**
- SPAN 102Z First-year Spanish II **Credits: 4**
- SPAN 103Z First-year Spanish III **Credits: 4**

Total Credits: 12

Geographic Information Science Certificate

Professors: Jeffrey Myers, Stephen Taylor, Jeffrey Templeton
Assistant professor: David Szpakowski

Mission

The Geographic Information Science (GIS) Certificate is part of the Earth and Environmental Science program. The program mission is to provide a liberal arts education in geoscience with an emphasis on scientific methods, problem solving and interdisciplinary science education. A key objective of the certificate is to prepare post-baccalaureate students or professionals seeking continuing education for careers in GIS.

Learning Outcomes

1. Demonstrate knowledge of Geographic Information Science and geospatial technology.
2. Demonstrate foundational skills using python scripting for custom tool building in a GIS.
3. Apply geospatial technology to solve real-world problems and communicate results.
4. Conduct scientific investigations as part of post-baccalaureate professional development and workforce training.

Core Courses

- CS 133 Introduction to Python Programming **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 342 Geographic Information Systems II **Credits: 4**
- ES 495 GIS Certificate Capstone **Credits: 2**

Choose One

- BI 343 Analysis of Biological Data **Credits: 4**
- DATA 432 Introduction to Data Analytics **Credits: 4**
- ES 343 Remote Sensing **Credits: 4**

Total Credits: 18

Note:

The Geographic Information Science certificate is designed for post-baccalaureate students or professionals seeking continuing education. A minor option is also available for undergraduate students working towards a baccalaureate degree. Students completing the GIS Certificate are not eligible for the GIS Minor, nor are they eligible for the Information Systems and Data Analytics GIS Concentrations.

Healthcare Administration Certificate

Professors: Shaun Hansen, Margaret Manoogian
Associate professors: Earlene Camarillo
Assistant professor: Dan Dowhower
Instructor: Paul Disney

Mission

The undergraduate certificate in Healthcare Administration, which is an interdisciplinary program founded in public and business administration, public health, organizational leadership, and gerontology. The program is carefully designed to provide students with skills and knowledge necessary to succeed in a variety of positions in the healthcare sector. Students will develop an understanding of the theoretical and practical applications of issues such as organizational policy, management, leadership, communications, finance, and public health.

Learning Outcomes

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics and the impacts of social

determinants of health and aging to support organizational communication, public outreach and advocacy.
2. Analyze issues in organizational administration and policy, including leadership, management, and financial principles and applying these to real world cases.
3. Analyze real-world cases in healthcare organizations to identify strengths, weaknesses, and strategies for improvement.

Core Courses

- BA 315 Financial Management **Credits: 4**
- GERO 320 Introduction to Aging **Credits: 4**
- GERO 465 Introduction to Healthcare Administration **Credits: 4**
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- PS 433 Health Care Politics and Policy **Credits: 4**

Choose One

- BA 361 Organizational Behavior **Credits: 4**
- PSY 446 Psychology of Leadership **Credits: 4**

Elective Credits: 4-8

- ANTH 395 Medical Anthropology **Credits: 4**
- COM 351 Foundations of Health Communication **Credits: 4**
- EC 201Z Principles of Microeconomics **Credits: 4**
- EC 202Z Principles of Macroeconomics **Credits: 4**
- GERO 460 Housing, Services, and Supports for Older Adults in Their Communities **Credits: 4**
- HE 227 Community and Public Health **Credits: 4**
- HE 457 Migrant Health **Credits: 4**
- HST 484 Health, Medicine, Disability and Gender in Historical Perspective **Credits: 4**
- PHL 252 Medical Ethics **Credits: 4**
- PS 430 The Aging Society **Credits: 4**
- PS 432 Global Health Policy **Credits: 4**
- SPAN 321 Spanish for Health Care Professionals **Credits: 4**
- Internship/Practicum Experience: BA 406, BA 409, COM 409, HE 409, GERO 410, GERO 411, PS 406, PS 410, PSY 409

Credits: 4

Total Credits: 28-32

Infant Toddler Certificate

Mission

To prepare skilled and reflective early childhood practitioners who can effectively respond to the unique learning needs of diverse infants and toddlers 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 our youngest children (prenatal-3years) and their families.

Learning Outcomes:

The Infant Toddler Certificate prepares caring, highly-qualified professionals who:

1. Demonstrate evidence of appropriate developmental understanding, skill, and dispositions necessary for fostering healthy growth and development for all very young children (prenatal-3years).
2. Create an equitable and inclusive climate where diversity and inclusion is valued.
3. Successfully affect the learning and development of very young children and their families.

Core Courses

- ED 280 Infant and Toddler Development **Credits: 4**
- ED 382 Foundations of Infant Mental Health **Credits: 4**
- ED 459 Language and Communication Growth in Diverse Early Learners **Credits: 4**
- ED 463 Family Partnerships and Home Visiting in Early Childhood Education **Credits: 4**
- ED 476 Understanding Poverty & Trauma: Fostering Resiliency in Early Childhood **Credits: 4**

Total Credits: 20

Information Technology Certificate

Professors: Becka Morgan, Thaddeus Shannon

Mission

Computing competency is needed in almost all careers in the the 21st century. Someone with computing competency has a foundational set of skills and experience to begin crafting their own solutions to problems they encounter. This could be by programming, scripting, or integrating disparate data sources through industry standard tools and languages. This Information Technology Certificate will provide students with the foundations of computing competency.

Learning Outcomes

1. Choose proper information management approaches based on solution requirements and experienced understanding of fundamental data structures and storage techniques.
2. Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.
3. Demonstrate expertise in algorithmic thinking and software development practices in developing code.

Core Courses

- CS 133 Introduction to Python Programming **Credits: 4**
- CS 195 Fundamentals of Web Design **Credits: 4**
- DATA 101 Foundations of Data Analytics **Credits: 4**
- IS 240 Information Management I **Credits: 4**

Total Credits: 16

Interdisciplinary Social Justice / Service Learning with Latino Community-Bilingual Certificate

Mission

Create and provide a unique learning experience to empower students with the knowledge, skills, empathy, and understanding of cross-cultural environments. This process will enable students to develop culturally competence practices to make positive changes in the Latino Community,

Learning Outcomes

1. A developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts.
2. Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations.
3. Developing 'personal and social responsibility.
4. Development of Cultural competence and global worldview.

Core Courses

- SOC 409 Practicum: Latino/a Ed Mentor **Credits: 1-16** Credits: 4
- SPAN 309 Service-Learning in Spanish **Credits: 1-4** Credits: 4

Choose One

- SOC 407 Seminar: Special Topics in Sociology **Credits: 4**
- SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements **Credits: 4**
- SOC 450 Latin American Society **Credits: 4**
- SPAN 328 Introduction to Chicano Literature and Culture **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**
- SPAN 491 Studies in Latino Literature **Credits: 4**

Total Credits: 11-12

Intermediate French Certificate

This program is not accepting new students.

Mission

Prepares students to enter the work force with an intermediate level of fluency in the language listed on the certificate so they can interact in this language with individuals and companies during the course of their work, both in writing and verbally.

Learning Outcomes

1. Students will be able to engage in real-life interactions with speakers of the target language in the target language.
2. Students will be able to demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life.
3. Students will be able to interact respectfully and appropriately with individuals and companies from different cultural backgrounds.

Core Courses

- FR 201 Second Year French I **Credits: 4**
- FR 202 Second Year French II **Credits: 4**
- FR 203 Second Year French III **Credits: 4**

Total Credits: 12

Intermediate German Certificate

This program is not accepting new students.

Mission

The Intermediate Certificate in German provides students with professional knowledge of the German language and culture. German is the most widely-spoken mother tongue in the European Union, and 1,200 German-owned companies operate in the United States. 750+ major U.S. businesses have branches in Germany, the highest ranking

European country for Oregon exports. The certificate gives a significant added value to candidates looking for jobs in a wide array of careers, as there is high demand for bilingual professionals in education, science, business, law, foreign service, and medical fields.

Learning Outcomes

1. Students will be able to engage in real-life interactions with speakers of the target language in the target language.
2. Students will be able to demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life.
3. Students will be able to interact respectfully and appropriately with individuals and companies from different cultural backgrounds.

Core Courses

- GL 201 Second Year German **Credits: 4**
- GL 202 Second Year German **Credits: 4**
- GL 203 Second Year German **Credits: 4**

Total Credits: 12

Intermediate Spanish Certificate

Mission

Prepare students to enter the work force with an intermediate level of fluency in the language listed on the certificate so they can interact in this language with individuals and companies during the course of their work, both in writing and verbally.

Learning Outcomes

1. Engage in real-life interactions with speakers of the target language.
2. Interact respectfully and appropriately with individuals and companies from different cultural backgrounds.
3. Demonstrate respect and empathy in unfamiliar situations with diverse customs and ways of life.

Core Courses

- SPAN 201 Second Year Spanish I **Credits: 4**
- SPAN 202 Second Year Spanish II **Credits: 4**
- SPAN 203 Second Year Spanish III **Credits: 4**

Total Credits: 12

Professional Writing Certificate

Professors: Henry Hughes, Katherine Schmidt

This program is not accepting new students.

Mission

Prepares students to compose and edit documents in multiple media at a professional level, skills which are necessary for success in a range of careers in the modern workplace. Familiarizes students with the theories and practices of professional writing, it also requires students to use writing to engage with real-world challenges in the WOU community and beyond.

Learning Outcomes

1. Compose in various professional writing genres, showing appropriate choices for documents' intended audiences, contexts, and purposes.
2. Demonstrate knowledge of visual style principles as they manifest in professional document design.
3. Demonstrate ability to write and edit documents for professional standards of clarity and concision, including arrangement of content, word choice, and situation-appropriate grammatical choices.

Core Courses

- WR 300 Writing in the Workplace **Credits: 4**
- WR 301 Integrating Writing and Design **Credits: 4**
  or
  WR 401 Writing Across Media **Credits: 4**
- WR 402 Professional Editing **Credits: 4**
- WR 409 Internship **Credits: 1-8** Credits: 4
  or
  WR 304 Grant and Proposal Writing **Credits: 4**

Total Credits: 16

Public and Nonprofit Management Certificate

Professor: Mary Pettenger
Associate professor: Earlene Camarillo

Mission

The certificate in Public and Nonprofit Management is designed to provide undergraduate students with skills and knowledge necessary to succeed in a variety of careers in organizations in the public, nonprofit, and civil service sectors. Students will develop an understanding of the theoretical and practical applications of issues such as management, fundraising, communications, and the role of public policy within these important organizational sectors.

Learning Outcomes

1. Demonstrate knowledge of principles, theories and concepts of public and nonprofit organizations.
2. Demonstrate skills such as problem solving, decision-making, organizational ethics, and budgeting for public and nonprofit management.
3. Analyze real-world cases in public, nonprofit, and international civil service organizations to identify strengths, weaknesses, and strategies for improvement.

Core Courses

- PS 351 Introduction to Public Administration **Credits: 4**
- PS 455 Public and Nonprofit Management **Credits: 4**
- PS 466 Governmental Budgeting **Credits: 4**
- PS 480 Administrative Law **Credits: 4**
- SSC 405 Capstone **Credits: 1-4** Credits: 1

Choose One Elective

- PS 410 Political Science Internship **Credits: 4 or 8** Credits: 4
- PS 456 Advocacy and Public Policy **Credits: 4**
- PS 486 International Organizations and Law **Credits: 4**
- WR 304 Grant and Proposal Writing **Credits: 4**

Total Credits: 21

Spanish-English Interpreting and Translation Certificate

Mission

A Certificate in Spanish-English Interpreting and Translation offers students who already possess advanced bilingual knowledge the opportunity to professionalize this knowledge and transform it into a career by itself. This advanced certificate provides students with concrete employability opportunities, as there is significant need for qualified Spanish-English interpreters and translators in health, legal, business and social advancement institutions in the US.

Learning Outcomes

1. Professional speech and written abilities in Spanish, at a level suitable for professional interpreting and translating work.
2. Interact respectfully and appropriately with individuals and companies from different cultural backgrounds.
3. Ability to help business, government and social policies become as bilingual as needed or desired.

Prerequisite: SPAN 319 or equivalent.

Core Courses

- SPAN 385 Introduction to Translation and Interpreting **Credits: 4**
- SPAN 401 Advanced Spanish Proficiency **Credits: 4**
- SPAN 486 Spanish Translation Practicum **Credits: 4**

Total Credits: 12

Teaching English as a Foreign Language Certificate

Professor: Robert Troyer

Mission

The TEFL Certificate program prepares students to enter the professional job market of teaching English abroad or online. The program is designed for students who are seeking a first experience Teaching English as a Foreign Language by providing a strong foundation in English Linguistics and training in foreign language acquisition and teaching methods. While complementary programs at WOU prepare ESOL teachers for K-12 classrooms in the US, the TEFL Certificate focuses on teaching English primarily to young adult and adult learners in cross-cultural and international contexts.

Learning Outcomes

1. Use professional knowledge and insights from the field of Applied Linguistics to appropriately teach English Language Learners in a wide variety of Foreign Language contexts.
2. Instruct a diverse range of English Language Learners using pedagogical practices that are culturally and socially sensitive and responsible.

Core Courses

- LING 410 Theories of Foreign Language Acquisition for Adult/Young Adult Learners **Credits: 4**
- LING 415 Strategies in Foreign Language Teaching for Adult/Young Adult Learners **Credits: 4**
- LING 416 TEFL Certificate Practicum **Credits: 2**
- LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners **Credits: 4**

Choose One

- LING 209 Introduction to Language Study **Credits: 4**
- LING 214 Linguistics and Education **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**

Choose One

- LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**
- LING 315 Structure of English **Credits: 4**

Choose One

- LING 312 Language and Society **Credits: 4**
- LING 350 Linguistics in the Digital Age **Credits: 4**
- LING 370 Meaning and Context **Credits: 4**

Total Credits: 26

Note:

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.

Undergraduate Endorsement

English for Speakers of Other Languages (ESOL) Endorsement

Coordinator: Jessica Dougherty

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.

Core Courses

- ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 482 Sociopolitical Foundations of ESOL and Bilingual Education **Credits: 4**
- ED 483 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom **Credits: 4**
- ED 484 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom **Credits: 4**
- ED 491 Instructional and Assessment Approaches for ESOL and Bilingual Learners **Credits: 4**
- ED 409 Practicum **Credits: 1-12** Credits: 3

Prerequisites for ED 409 are:

1. Obtain a passing score on the required ESOL test.
2. Complete at least 16 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.

Total Credits: 23

Note:

For ESOL endorsement, no second language is required.

Undergraduate Pre-Professional Studies

Health Sciences Pre-Professional Studies

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 Bachelor of Arts or a Bachelor of Science degree. All pre-professional health science students are assigned to specific advisers.

Learning Outcomes

1. Develop deductive reasoning, analytical and problem-solving skills related to their professional goals.
2. Learn broad concepts from many different disciplines for

entry into their profession of choice.
3. Acquire a liberal arts education while pursuing a professional education.

WOU currently offers health sciences pre-professional studies in the following areas:

One- to Two-Year Programs

Pre-nursing
Pre-dental hygiene

Admission to nursing and pre-dental hygiene programs is highly competitive. In general, admission depends on grades, a written personal statement, professional experience and the completion of specific coursework and/or proficiency exams. Although specific admissions requirements vary somewhat from program to program, all minimally require biology (including a year of human anatomy and physiology), psychology, sociology, writing and math. More information about preparatory material is available from the following program advisers:

Pre-nursing: Student Success and Advising
wou.edu/advising/pre-nursing-advising/, 503-838-8428

Pre-dental hygiene: Sarah Boomer
wou.edu/academics/pre-professional/, 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 concentration or a chemistry degree with a medicinal chemistry and pharmacology concentration 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 visit our website at wou.edu/academics/pre-professional/.

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. For course descriptions and degree requirements, see the OHSU School of Nursing course catalog at https://www.ohsu.edu/xd/education/schools/school-of-nursing/students/catalog-and-handbook.cfm.

Learning Outcomes

OHSU School of Nursing participates in the Oregon Consortium for Nursing Education (OCNE) and the OCNE competencies are based on a view of nursing as a theory-guided, 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 https://www.ohsu.edu/xd/education/schools/school-of-

nursing/students/catalog-and-handbook.cfm.

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. OHSU has maintained continuous accreditation with the Commission, and its accreditation status is reaffirmed.

Pre-Professional Studies, Pre-Law

Pre-Law: Four-Year Preparation

The minimum requirement for admission to a recognized law school is a bachelor's degree. Most law schools value intellectual maturity and a broad educational background, such as is provided by majors in the social sciences, natural sciences or humanities, rather than narrow specialization. Well-developed research, analysis, oral and written communication skills are considered desirable.

It is suggested that students take the legal studies minor with additional coursework in the following areas: accounting, economics, history, political science, philosophy, psychology, sociology, communication and writing. For more specific information on an appropriate course of study, see the pre-law adviser, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 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 adviser. Contact the Social Science Division for more information.

Graduate Major

Criminal Justice, M.A.

Professors: Miyuki Arimoto, Vivian Aseye Djokotoe, Misty Weitzel
Associate professors: Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

Coordinator: Mari Sakiyama

Mission

Equips students with academic skills necessary to successfully and competently apply advanced knowledge in social science research, methodology and theory as the academic foundation in engaging managerial and other advanced professional roles in the practical field of criminal justice. The program is also designed to enhance students' professional writing and analytic inquiry skills and prepares individuals to teach at the community college level as well as provide preparation to those interested in furthering their education at the doctoral level.

Learning Outcomes

1. Analyze the organizational structures and management challenges that define the field of criminal justice.
2. Use methods of social science research to investigate problems and questions in the field of criminal justice.
3. Apply theory-to-practice within the criminal justice environment.

Course Structure

The 45 credit program is comprised of 21-credits of Professional Core coursework, 12-credits of Capstone coursework, and 12-credits of Elective coursework.

Capstone Sequence

As a final evaluation of their studies, all students will complete a 12-credit capstone research project comprised of three sequential courses: CJ 623, CJ 624, and CJ 625. Their final evaluation can be either a thesis or professional paper and will be completed during their CJ 625 course in their last term of studies. Students must apply for graduation with the Graduate Programs office prior to their last term in order to have this exit evaluation recorded and to receive their degree.

Core Courses

- CJ 608 Workshop **Credits: 1-15** Credits: 1
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 618 Theory of Criminal Law **Credits: 4**
- CJ 619 Ethics and Leadership in Criminal Justice Organizations **Credits: 4**
- CJ 653 Advanced Corrections **Credits: 4**
- CJ 660 Advanced Criminology **Credits: 4**

Capstone Sequence

- CJ 623 Criminal Justice Research: Explore and Initiate **Credits: 4**
- CJ 624 Criminal Justice Research: Construct and Compile **Credits: 4**
- CJ 625 Criminal Justice Research: Compose and Complete **Credits: 4**

Elective Credits: 12

Students may choose any three 500 or 600 level CJ or JS courses as electives

Exit Evaluation Requirement

Academic Programs

Students must complete one of the following exit evaluations in order to receive their degree:

- Thesis
- Professional Project

Total Credits: 45

Curriculum & Instructional Design, M.S.Ed.

Coordinator: Gregory Zobel

Mission

Strenghten educators' knowledge, skills, and dispositions. Improve professional practices, enhance leadership abilities, and strengthen technology implementation, and/or bolster literacy practices to improve educators' instruction and curriculum design. Empower quality education rooted in creativity, innovation, best practices, and research.

Learning Outcomes

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education and/or instructional profession.
2. Use research and evidence to develop environments and learning materials that support and assess learning and professional practice.
3. Show commitment to and develop professional education leadership attributes.

The Curriculum & Instructional Design, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has three areas:

1. Professional Education Core (13)
2. Pathway (24): (choose one pathway)
    - Curriculum & Instruction
    - Learning Design & Technology
    - Literacy
3. Exit requirements (culminating experience) (8)

Core Courses

All Curriculum & Instructional Design students complete the Professional Education Core (13 credits) and select one of the three pathways (32 credits) to complete their degree.

Professional Education Core

- CSE 654 Graduate Professional Practice Series **Credits: 1**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 4**
- ED 633 Educational Research **Credits: 4**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 4**

Curriculum & Instruction Pathway

Students must take 12 credits in required courses, 12 elective credits, and complete 8 credits in capstone courses to satisfy the exit requirement.

Core Courses

- ED 648 Advanced Curriculum Design **Credits: 4**
- ED 649 Assessment, Data Literacy, and Learning **Credits: 4**
- ED 677 Effective Instructional Practices **Credits: 4**

Electives

Twelve credit hours of ED and CSE courses planned with MSEd Curriculum & Instructional Design coordinator.

Exit Requirement

- ED 604 Professional Project Planning **Credits: 4**
- ED 605 Professional Project Implementation **Credits: 4**
  or
  ED 635 Action Research **Credits: 4**
- ED 640 Professional Writing in Education **Credits: 4**

Learning Design & Technology Pathway

Students take 20 credits in required courses, 4 elective credits, and complete 8 credits of exit requirement.

Core Courses

- CSE 615 Designing Information **Credits: 4**
- CSE 616 Designing and Teaching Online Courses **Credits: 4**
- CSE 626 Instructional Design **Credits: 4**
- CSE 650 Applied Multimedia Learning & Design **Credits: 4**
- CSE 680 Users, Communication, Interaction, Experience **Credits: 4**

Electives

4 credit hours of ED and CSE courses planned with MSEd Curriculum & Instructional Design coordinator.

Exit Requirement

- ED 604 Professional Project Planning **Credits: 4**
- ED 605 Professional Project Implementation **Credits: 4**
  or
  CSE 619 Big Thinkers in Educational Technology **Credits: 4**
- ED 640 Professional Writing in Education **Credits: 4**

Academic Programs

Literacy Pathway

Students take 12 credits in required courses, 12 credits of planned elective credits, and complete 8 credits of exit requirement.

Core Courses

- ED 628 Teaching Reading and Writing Across the Disciplines **Credits: 4**
- ED 667 Supporting Language and Literacy Development **Credits: 4**
- ED 668 Assessment in Reading Instruction **Credits: 4**

Electives

Twelve credits of literacy related ED and CSE electives approved by the literacy advisor.

Exit Requirement

- ED 604 Professional Project Planning **Credits: 4**
- ED 605 Professional Project Implementation **Credits: 4**
  or
  ED 635 Action Research **Credits: 4**
- ED 640 Professional Writing in Education **Credits: 4**

Total Credits: 45

Early Childhood Education, M.S.Ed.

Coordinator: Gregory Zobel

Mission

Empower educators to strengthen their knowledge, skills, and dispositions to improve their professional practices, to enhance their leadership abilities, and to improve the quality of education using creativity, innovation, and research.

Learning Outcomes

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
2. Use research and evidence to develop environments that support and assess learning and their own professional practice.
3. Show commitment to and develop professional education leadership attributes.

The Early Childhood Education, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

1. Professional Education Core (13)
2. Early Childhood Education Major (16)
3. Electives (8)
4. Exit requirements (culminating experience) (8)

Core Courses

Professional Education Core

- CSE 654 Graduate Professional Practice Series **Credits: 1**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 4**
- ED 633 Educational Research **Credits: 4**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 4**

Early Childhood Education Core

- Credits: 16
- See Early Childhood Education Coordinator

Elective Credits: 8

Culminating Experiences Exit Requirement

- ED 604 Professional Project Planning **Credits: 4**
- **and** ED 605 Professional Project Implementation **Credits: 4**
  or
  ED 635 Action Research **Credits: 4**
- **and** ED 640 Professional Writing in Education **Credits: 4**

Total Credits: 45

English for Speakers of Other Languages (ESOL), M.S.Ed.

Coordinator: Jessica Dougherty

Mission

Empower educators to strengthen their knowledge, skills, and dispositions to improve their professional practices, to enhance their leadership abilities, and to improve the quality of education using creativity, innovation, and research.

Learning Outcomes

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
2. Use research and evidence to develop environments that support and assess learning and their own professional practice.
3. Demonstrate commitment to and develop professional education leadership attributes.

Academic Programs

The English for Speakers of Other Languages (ESOL) Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

1. Professional Education Core (13)
2. English for Speakers of Other Languages (ESOL) Core (20)
3. Electives (4)
4. Exit requirements (culminating experience) (8)

Core Courses

Professional Education Core

- CSE 654 Graduate Professional Practice Series **Credits: 1**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 4**
- ED 633 Educational Research **Credits: 4**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 4**

English for Speakers of Other Languages Core

- ED 581 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 582 Sociopolitical Foundations of ESOL and Bilingual Education **Credits: 4**
- ED 583 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom **Credits: 4**
- ED 584 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom **Credits: 4**
- ED 591 Instructional and Assessment Approaches for ESOL and Bilingual Learners **Credits: 4**

Elective Credits: 4

- Must be 600-level

Culminating Experiences Exit Requirement

Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 4**
  and ED 605 Professional Project Implementation **Credits: 4**
  or
  and ED 635 Action Research **Credits: 4**
- ED 640 Professional Writing in Education **Credits: 4**

Option 2: Thesis

Eight hours of thesis

- ED 603 Thesis, Professional Project or Field Study **Credits: 3-9** Credits: 8

Option 3: Exams plus electives

Comprehensive exams.

Students choosing to complete comprehensive exams as their capstone exit requirement choose 8 elective credits at the 600-level to complete their 45-hour program. Students work with their advisers to determine appropriate elective courses.

Total Credits: 45

Note:

Successful completion of ED 581 is encouraged before taking additional ESOL courses.

Prerequisites for ED 609 are:

1. Obtain a passing score on the ESOL test.
2. Complete at least 16 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Clinical Experience one term preceding the practicum.

For the ESOL endorsement, no second language is required. Please reach out to the ESOL program coordinator for requirements to proceed with an ESOL endorsement.

Human Wellness and Performance, M.S.

This program is not accepting new students.

Coordinator: Jeffrey Armstrong

Mission

The primary target of the program is the student with interest in pursuing a broad variety of exercise science-related careers including strength and conditioning, sports performance, health and wellness coaching, or have interest in pursuing a future clinical degree (e.g., physician assistant, physical therapy, occupational therapy). Additionally, the degree maintains the flexibility to prepare the student to engage with a variety of populations (e.g., older adults, youth, and individuals with a variety of physical limitations). The degree will emphasize the guidelines and requirements set forth by the National Strength & Conditioning Association (NSCA) and the American College of Sports Medicine (ACSM), which establish the industry standards.

Learning Outcomes

1. The graduate will be able to apply research-based knowledge and principles of Exercise Science under a variety of individual,

environmental, and task constraints.
2. The graduate will be able to design, implement and assess effective exercise programs and interventions using a diverse range of equipment facilities and pedagogical resources and methods.
3. The graduate will demonstrate appropriate professional skills and ethics.
4. The graduate will demonstrate sensitivity in their interactions and professional practice with individuals from diverse physiological, intellectual, emotional, philosophical, social, economic, racial, gender, and cultural backgrounds.

Core Courses

- EXS 588 Exercise Motivation and Adherence **Credits: 4**
- EXS 590 Research Methods **Credits: 4**
- EXS 698 Exercise Science Internship **Credits: 1-12** Credits: 12

Elective Credits: 12-16

- EXS 526 Sports and Exercise Nutrition **Credits: 4**
- EXS 553 Pathophysiology & Exercise **Credits: 4**
- EXS 555 Physical Activity & Aging **Credits: 4**
- EXS 577 Advanced Programming for Sport & Fitness **Credits: 4**
- EXS 584 Advanced Topics in Biomechanics **Credits: 4**
- EXS 586 Advanced Topics in Motor Behavior **Credits: 4**
- EXS 587 Advanced Topics in Exercise Physiology **Credits: 4**
- EXS 589 Advanced Topics: Adapted Physical Activity **Credits: 4**
- EXS 607 Seminar **Credits: 1-9**
- EXS 609 Practicum **Credits: 1-9**

Interdisciplinary Graduate Credits: 9-16

Exit Evaluation Requirement

Students must complete one of the following exit evaluations in order to receive their degree:

- Internship with Professional Project: EXS 698
- Thesis: EXS 607
- Professional Certification Exam*

Total Credits: 45-64

Note:

Half of all credits at the 600-level.

*There is a cost associated with taking the Professional Certification Exam

Interdisciplinary Professional Studies, M.S.Ed.

Coordinator: Gregory Zobel

Mission

Empower educators to strengthen their knowledge, skills, and dispositions to improve their professional practices, to enhance their leadership abilities, and to improve the quality of education using creativity, innovation, and research.

Learning Outcomes

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
2. Use research and evidence to develop environments that support and assess learning and their own professional practice.
3. Show commitment to and develop professional education leadership attributes.

The Interdisciplinary Professional Studies, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has three areas:

1. Professional Education Core (13)
2. Interdisciplinary Professional Studies Core (24)
3. Exit requirements (capstone) (8)

Core Courses

- Twenty four credit hours of coursework planned with MSEd interdisciplinary coordinator.

Professional Education Core

- CSE 654 Graduate Professional Practice Series **Credits: 1**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 4**
- ED 633 Educational Research **Credits: 4**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 4**

Interdisciplinary Professional Studies Core

- 24 credit hours of ED and CSE courses planned with MSEd Curriculum & Instructional Design coordinator.

Exit Requirement

- ED 604 Professional Project Planning **Credits: 4**
  and ED 605 Professional Project Implementation **Credits: 4**
  or
  ED 635 Action Research **Credits: 4**
  and ED 640 Professional Writing in Education **Credits: 4**

Total Credits: 45

Interpreting Studies, M.A.

Coordinator: Elisa Maroney

Mission

Provides interpreters and interpreter educators who use English and another language, spoken or signed, scholarship that focuses on theoretical, practical, and/or teaching applications; thus, advancing the standards and leadership of the interpreting profession both signed and spoken, via research, rigorous study, and practice.

Learning Outcomes

1. Exemplify reflective practice in interpreting and teaching through observation, application, analysis and supervision.
2. Contribute to a growing body of research on interpreting and interpreter education.
3. Exhibit advanced competence in interpreting effectiveness and quality leadership.

The M.A. in Interpreting Studies degree consists of 45-54 credits in interpreting theory and practice with programs in Theory & Practice, Advanced Interpreting, and/or Teaching Interpreting. The coursework is primarily online.

Individuals pursuing the Theory & Practice Interpreting degree will complete 27 credits of coursework and 18 credits of internship and portfolio. Students entering the Theory & Practice Interpreting Studies program should already have:

- Native fluency in one of their working languages;
- At least five years of language acquisition in their second working language;
- Baccalaureate degree in related field (e.g. Interpreting, Translation, Spanish, ASL Studies, Linguistics or Interdisciplinary Studies).

Individuals who are already seasoned and/or credentialed interpreters, will take courses to enhance their experience and knowledge. Students pursuing the Advanced Interpreting program will complete 50 credits of coursework and an additional 4 credits in internship and portfolio while students pursuing the Teaching Interpreting program will complete 50 credits of coursework and an additional 4 credits in student teaching and portfolio. Students entering the Advanced Interpreting and/or Teaching Interpreting programs should already have:

- Foundational theory and knowledge in translation and interpretation studies;
- Two years of experience translating and/or interpreting, and/or national certification;
- Documented experience with mentoring, teaching, and/or training (e.g., mentoring contract, résumé and letters of recommendation).

Continuous enrollment

Graduate students enrolled in the Interpreting Studies program are required to be continuously enrolled (for a minimum of 1 graduate credit per term) until all requirements have been completed. Summer session registration is not required unless the student is using university facilities or faculty or staff services (example: thesis advisement, library services).

Choose One Focus Area

- Advanced Interpreting or Teaching Interpreting
- Theory and Practice

Advanced Interpreting or Teaching Interpreting

Core Courses

- INT 608 Workshop **Credits: 1-3** Credits: 3
- INT 612 Proseminar **Credits: 3**
- INT 618 Ethics and Professional Practice **Credits: 3**
- INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education **Credits: 3**
- INT 630 Communication in a Practice Profession **Credits: 3**
- INT 633 Research and Writing: Translation and Interpretation **Credits: 3**
- INT 635 Qualitative Methods **Credits: 3**
- INT 640 Teaching Ethics and Professional Practice **Credits: 3**
- INT 645 Research on Translation and Interpretation I **Credits: 3**
- INT 650 Teaching Meaning Transfer **Credits: 3**
- INT 655 Assessment for Interpreter Educators **Credits: 3**
- INT 665 Interpreter Education Curriculum Development **Credits: 3**
- INT 670 Leadership Roles in the Field of Interpreting **Credits: 3**
- INT 675 Adult Education **Credits: 3**
- INT 677 Intrapersonal Aspects of Interpreting **Credits: 3**

Internship or Teaching and Portfolio

Academic Programs

Depending upon what track the student is on, they must complete one of the following field experiences:

- INT 610 Internship & Portfolio Credits: **4** for students in Advanced Interpreting program
- INT 639 Student Teaching & Portfolio Credits: **4** for students in Teaching Interpreting program

Electives

If needed, choose from the options below:

- INT 606 Special Projects **Credits: 1-3**
- INT 607 Seminar **Credits: 1-3**
- INT 608 Workshop **Credits: 1-3**

Exit Evaluation Requirement

Students must complete the following exit evaluation in order to receive their degree:

Thesis/Professional Project

- INT 646 Research on Translation and Interpretation II **Credits: 5**

Total Credits: 54

Theory and Practice

Core Courses

- INT 608 Workshop **Credits: 1-3** Credits: 3
- INT 612 Proseminar **Credits: 3**
- INT 618 Ethics and Professional Practice **Credits: 3**
- INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education **Credits: 3**
- INT 630 Communication in a Practice Profession **Credits: 3**
- INT 633 Research and Writing: Translation and Interpretation **Credits: 3**
- INT 635 Qualitative Methods **Credits: 3**
- INT 645 Research on Translation and Interpretation I **Credits: 3**
- INT 677 Intrapersonal Aspects of Interpreting **Credits: 3**

Exit Evaluation Requirement

Choose from a combination of the following courses for a total of 18 credits, INT 619 and INT 620 may be repeated for credit

Portfolio

Students must take 18 credits of Professional Field Experience. This is typically two 3-credit INT 619 Professional Field Experience I courses and two 6-credit INT 620 Professional Field Experience II courses.

- INT 619 Professional Field Experience I **Credits: 3**
- INT 620 Professional Field Experience II **Credits: 6**
- INT 621 Professional Field Experience III **Credits: 9**

Total Credits: 45

Justice Studies, M.S.

This program is not accepting new students.

Professors: Miyuki Arimoto, Vivian Djokotoe, Misty Weitzel
Associate professors: Omar Melchior Ayala, Mari Sakiyama, Taryn VanderPyl
Coordinator: Mari Sakiyama

Mission

The Master of Science in Justice Studies (MSJS) provides an interdisciplinary approach to social justice issues (both including and beyond criminal justice) for students who wish to focus on advocacy, policy, and research in the administration of justice. Students will learn strategies for conducting consequential research, evaluating and shaping policies and practices, and seeking and affecting change by addressing complex social challenges. The curriculum will expose students to a variety of social justice components and issues, while helping them progress toward scholarly work that allows them to focus on their individual areas of concern and passion.

Learning Outcomes

Combining elements of criminal justice, sociology, and political science students will:

1. Gain knowledge of complex social justice issues and how different systems interact around and within these realms.
2. Analyze interdisciplinary theories and approaches to complex social justice challenges and concerns.
3. Employ appropriate methods of social science research to investigate targeted problems and questions of justice.
4. Demonstrate an understanding of strategies for addressing complex social justice issues through activism, policy, practice, and intervention.

Course Structure
The 45 credit program is comprised of 25 credits of Core coursework, 12 credits of Capstone coursework, and 8 credits of Elective coursework.

Capstone Sequence
As a final evaluation of their studies, all students will complete a 12-credit capstone research project comprised

of three sequential courses: CJ 623, CJ 624, and CJ 625. Their final evaluation can be either a thesis or professional project and will be completed during their CJ 625 course in their last term of studies. Students must apply for graduation with the Graduate Programs office prior to their last term in order to have this exit evaluation recorded and to receive their degree.

Core Courses

- CJ 608 Workshop **Credits: 1-15** Credits: 1
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 619 Ethics and Leadership in Criminal Justice Organizations **Credits: 4**
- CJ 627 Quantitative Methods in Social Science **Credits: 4**
- JS 629 Social Movement and Community Organization **Credits: 4**
- JS 658 Justice and Social Theory **Credits: 4**
- JS 659 Social Problems **Credits: 4**

Capstone Sequence

- CJ 623 Criminal Justice Research: Explore and Initiate **Credits: 4**
- CJ 624 Criminal Justice Research: Construct and Compile **Credits: 4**
- CJ 625 Criminal Justice Research: Compose and Complete **Credits: 4**

Elective Credits: 8

- CJ 545 Race and Justice **Credits: 4**
- PS 579 American Constitutional Law **Credits: 4**
- PS 594 Human Rights **Credits: 4**
- SOC 537 Sociology of Race/Ethnic Relations **Credits: 3**
- SOC 554 Sociology of Deviant Behavior **Credits: 3**

or

Choose any two 500 or 600 CJ or JS courses **Credits:** 8

Exit Evaluation Requirement

Students must complete one of the following exit evaluations in order to receive their degree:

- Thesis
- Professional Project

Total Credits: 45

Occupational Therapy Doctorate

Coordinator: Sean Roush

Mission

To produce socially conscious and evidence-informed OT practitioners that utilize the power of occupation to promote the health and well-being of people and their communities in our region and the larger world.

Learning Outcomes

1. Demonstrate the knowledge and skills to be competent occupational therapists
2. Understanding the importance of promoting health through the life span using meaningful occupations
3. Be prepared to use appropriate theories to evaluate clients and develop appropriate interventions using therapeutic occupations to improve function performance and quality of life for clients, demonstrating excellence in practice
4. Be life-long learners
5. Appreciate the importance of culture, community, health disparities, and sociopolitical issues that affect intervention
6. Be informed about emerging areas of practice and the significance of community-based services
7. Be prepared to become leaders and agents of change, empowering therapists and clients alike

The Occupational Therapy Doctorate (OTD) program is a 2.75 year professional doctorate degree that will prepare students for careers as occupational therapists and faculty in Occupational Therapy programs. The program is built upon a foundation of human lifespan development, anatomy and physiology, kinesiology, neuroscience, and human occupations that is complemented by evaluation and assessment, applied research, intervention and rehabilitation, and clinical practice. This is a twelve-month program. The program is taught using a cohort model and students are required to attend full-time. The curriculum is comprised of 147 quarter credits of graduate course work.

Core Courses

- OTD 701 Occupational Therapy Theories I **Credits: 3**
- OTD 702 Occupational Therapy Theories II **Credits: 3**
- OTD 703 Understanding Human Development and Performance **Credits: 3**
- OTD 705 Study of Human Occupation **Credits: 3**
- OTD 706 Clinical Conditions I **Credits: 3**
- OTD 707 Clinical Conditions II **Credits: 3**
- OTD 710 Clinical Skills **Credits: 3**
- OTD 711 Human Anatomy **Credits: 4**
- OTD 715 Evaluation & Assessment in Occupational Therapy Practice **Credits: 4**
- OTD 720 Movement Analysis **Credits: 4**
- OTD 723 Level I Fieldwork: Person **Credits: 1**
- OTD 724 Level I Fieldwork: Environment **Credits: 1**
- OTD 725 Level I Fieldwork: Occupation **Credits: 1**

- OTD 731 Neuroscience for Human Occupation **Credits: 3**
- OTD 734 Occupational Therapy Practice in Geriatrics and Productive Aging **Credits: 4**
- OTD 735 Introduction to Applied Research **Credits: 3**
- OTD 736 Evidence Based Practice **Credits: 3**
- OTD 737 Applied Research II **Credits: 3**
- OTD 741 Contextual Issues in Occupational Therapy Practice **Credits: 4**
- OTD 742 Occupational Therapy Practice with Children & Youth **Credits: 4**
- OTD 743 Occupational Therapy in Psychosocial Practice **Credits: 4**
- OTD 744 Occupational Therapy Practice with Adults and Rehabilitation **Credits: 4**
- OTD 745 Occupational Therapy Interventions with Hands, Orthotics, and Innovative Technology **Credits: 4**
- OTD 750 Teaching and Learning in Occupational Therapy **Credits: 3**
- OTD 751 Occupational Based Therapeutic Groups **Credits: 4**
- OTD 760 Interprofessional Case Discussion I **Credits: 1**
- OTD 761 Interprofessional Case Discussion II **Credits: 1**
- OTD 768 Leadership, Management and Supervision **Credits: 3**
- OTD 780 Theoretical and Professional Reasoning in Occupational Therapy **Credits: 3**
- OTD 785 Advocacy and Professional Responsibilities **Credits: 3**
- OTD 789 Level II Fieldwork Prep **Credits: 1**
- OTD 790 Introduction to Capstone **Credits: 2**
- OTD 791 Capstone Proposal Development I **Credits: 3**
- OTD 792 Level IIa Fieldwork **Credits: 1-14**
- OTD 793 Level IIb Fieldwork **Credits: 1-14**
- OTD 794 Doctoral Capstone Experience **Credits: 1-17**
- OTD 795 Doctoral Capstone Project **Credits: 2**
- OTD 796 Capstone Proposal Development II **Credits: 2**
- OTD 797 Student to Practitioner **Credits: 2**

Exit Evaluation Requirement

Students must complete the Doctoral Capstone Project to receive their degree.

Total Credits: 147

Organizational Leadership, M.A.

Coordinator: Staci Yutzie

Mission

Provide opportunities for both emerging and established leaders to enhance and apply their leadership knowledge, competencies, and values within any sector, industry, or setting. The program curriculum is devoted to helping students master the fundamental human processes of leadership and organizational development. Students will not only grow as leaders through action-based learning, but they will also make a positive impact on their communities and workplaces through a practical application of cumulative skills.

Learning Outcomes

1. Demonstrate knowledge and application of principles, theories, and concepts of leadership within organizational settings.
2. Demonstrate critical cognitive competencies including: critical and creative thinking; effective decision making; strategic planning; and ethical reasoning.
3. Demonstrate critical behavioral and social competencies to facilitate personal growth as a leader and to work effectively with people from diverse backgrounds.
4. Demonstrate integration of knowledge and competencies by analyzing and responding to organizational challenges at local, national, and/or global levels.

The Master's Degree in Organizational Leadership degree consists of 45 credit hours of approved graduate-level courses. The degree has four areas:

1. Fundamental Skills (3)
2. Adaptive Leadership (15)
3. Enabling Leadership (15)
4. Executive Leadership (12) includes exit requirements

Core Courses

Fundamental Skills

- WR 630 Professional Writing and Research **Credits: 3**

Adaptive Leadership

- OL 612 Conflict Management **Credits: 3**
- OL 614 Leading for Creativity and Innovation **Credits: 3**
- OL 631 Fundamentals of Leadership **Credits: 3**
- OL 632 Building Effective Teams **Credits: 3**
- OL 633 Organizational Communication **Credits: 3**

Enabling Leadership

- OL 613 Human Behavior in Organizations **Credits: 3**
- OL 619 Strategic Change and Organizational Development **Credits: 3**

Elective Credits: 9

Consult your advisor about elective options.

- OL 507 Seminar **Credits: 3**
- OL 606 Special Individual Studies **Credits: 1-3**
- OL 607 Seminar **Credits: 3**
- OL 618 Advanced Leadership **Credits: 3**
- OL 624 Talent Management **Credits: 3**
- OL 625 Executive Coaching **Credits: 3**
- OL 626 Leading Sustainability **Credits: 3**
- OL 627 Leadership: Keys to Mental and Physical Health **Credits: 3**
- OL 628 Leadership and Work-Family Balance **Credits: 3**
- OL 634 Leading Across Cultures **Credits: 3**
- OL 635 Leading in Public Organizations **Credits: 3**
- OL 636 Data Driven Decision Making **Credits: 3**

Executive Leadership

- OL 611 Ethics in Leadership **Credits: 3**
- OL 615 Strategic Leadership **Credits: 3**
- OL 622 Critical Thinking for Leaders **Credits: 3**
- OL 690 Leadership Action Project **Credits: 1-3**

Exit Evaluation

Students must complete the following exit evaluation to receive their degree:

- Portfolio

Total Credits: 45

Reading, M.S.Ed.

Coordinator: Marie LeJeune

Mission

Empower educators to strengthen their knowledge, skills, and dispositions to improve their professional practices, to enhance their leadership abilities, and to improve the quality of education using creativity, innovation, and research.

Learning Outcomes

1. Effectively apply the professional content expertise, knowledge, skills, and dispositions of their education profession.
2. Use research and evidence to develop environments that support and assess learning and their own professional practice.
3. Demonstrate commitment to and develop professional education leadership attributes.

The Reading, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

1. Professional Education Core (13)
2. Reading Major (20)
3. Electives (4)
4. Exit requirements (culminating experience) (8)

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.

Core Courses

- CSE 654 Graduate Professional Practice Series **Credits: 1**
- ED 609 Practicum **Credits: 1-15** Credits: 4
- ED 628 Teaching Reading and Writing Across the Disciplines **Credits: 4**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 4**
- ED 633 Educational Research **Credits: 4**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 4**
- ED 667 Supporting Language and Literacy Development **Credits: 4**
- ED 668 Assessment in Reading Instruction **Credits: 4**
- ED 672 Literacy Leadership and Program Planning **Credits: 4**

Elective Credits: 4

Consult with your adviser for other options.

- ED 655 Foundations of Literacy **Credits: 4**
- ED 680 Psychology of Reading Instruction **Credits: 4**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 4**

Culminating Experiences Exit Requirement: Professional Project

Choose two courses:

- ED 604 Professional Project Planning **Credits: 4**
- ED 635 Action Research **Credits: 4**
- ED 605 Professional Project Implementation **Credits: 4**
- ED 640 Professional Writing in Education **Credits: 4**

Total Credits: 45

Rehabilitation Counseling, M.S.

Program director: Isabel Dryden

Academic Programs

Mission

Prepare rehabilitation and mental health professionals who are skilled in advocating for and with persons who are deaf or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

Learning Outcomes

1. Demonstrate a comprehensive understanding of rehabilitation counseling theories, models, and policies.
2. Develop proficiency in social justice counseling that empowers diverse individuals with various levels of ability to attain self-determination, equity, meaningful employment, full community inclusion, and personal growth.
3. Uphold professional excellence and leadership through ethical practice and integrity.

The Rehabilitation Counseling (RC) program at Western Oregon University offers the Rehabilitation Counseling Master of Science degree that prepares students to provide counseling, rehabilitation, and consultative services to diverse client populations. The program integrates robust mental health coursework that enhances students' competencies in rehabilitation counseling practice. Graduates develop the knowledge and skills to empower individuals managing disabilities, foster mental wellness, and advocate for equity and inclusion. The program curriculum grounds students in theories, policies, and ethical practices relevant to social justice. Graduates are eligible for Oregon licensure as professional counselors in mental health settings. The modality combines online and hybrid courses, requiring 1-2 meetings per month in Salem. This flexible format makes the program ideal for working professionals and students at a distance. Full-time students can complete the program in as little as 2 years, while the hybrid structure also enables completion in 2.5-3 years for those needing additional flexibility.

The program emphasizes five major academic components:

- Individual and group counseling theory and technique;
- The influence of career acquisition and personal independence on the daily lives of people with disabilities;
- The social and psychological impact of disability on an individual and family;
- The federal, state, and private service delivery systems for persons with disabilities; and
- Self-awareness on the part of the counselors-in-training.

Core Courses

- RC 609 Practicum **Credits: 4** Credits: 8
- RC 610 Internship **Credits: 1-10** Credits: 20
- RC 611 Counseling And Helping Relationships **Credits: 4**
- RC 612 Theory and Techniques of Counseling **Credits: 4**
- RC 613 Career Development, Job Development, and Job Placement **Credits: 4**
- RC 623 System and Social Justice in Rehabilitation Counseling **Credits: 2**
- RC 625 Research And Program Evaluation **Credits: 4**
- RC 630 Group Counseling and Group Work **Credits: 4**
- RC 631 Family, Disability, and Lifespan Development **Credits: 4**
- RC 632 Medical & Psychosocial Aspects of Disabilities **Credits: 4**
- RC 633 Social And Cultural Foundation in Counseling **Credits: 4**
- RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder **Credits: 4**
- RC 640 Trauma and Crisis Intervention in Counseling **Credits: 4**
- RC 645 Counseling in Addictive Behaviors **Credits: 4**
- RC 650 Professional Counseling Orientation And Ethical Practice **Credits: 4**
- RC 651 Professional Counseling Ethical Practice II **Credits: 2**
- RC 660 Case Management & Community Partnerships **Credits: 4**
- RC 662 Assessment And Testing **Credits: 4**
- RC 670 Professional Topics Seminar **Credits: 2** Optional: (cannot be substituted for any of the above 90 credits):
- Elective: Writing course (3 or 4 credits)

Exit Evaluation Requirement

Students must complete the following exit evaluation in order to receive their degree:

- Comprehensive Case Conceptualization Presentatio n

Total Credits: 90-94

Note:

All RC 609 and RC 610 sections will be P/NC grading only. A "P" grade represents work of at least "B" level.

Special Education, M.S.Ed.

Mission

Academic Programs

Prepare special education professionals who are grounded in knowledge about disabilities, issues regarding the provision of special education and related services and the development and dissemination of innovative and culturally sensitive practices and policies.

Learning Outcomes

1. Demonstrate commitment to professional excellence and leadership through the practice of ethical behavior and integrity via professional learning communities and a formal research paper.
2. Facilitate the education, independent living, school and community integration and personal adjustment of individuals with disabilities taking into account diverse cultural backgrounds via a class presentation and a formal research paper.
3. Develop a comprehensive understanding of the field of special education and related services that includes knowledge of theories, policies and instructional practices that influenced the field.

Candidates may have, but are not required to have, prior teaching licensure. The program requires a minimum of 45 graduate credits for candidates with a prior teaching license and 53 credits for candidates without a prior teaching license.

This program is aligned to the professional standards delineated by Oregon Teacher Standards and Practices Commission for partial fulfillment of the Special Education: Generalist endorsement and/or a preliminary teaching license in Special Education: Generalist. Please check with your faculty advisor for additional requirements relative to this professional credential.

Core Courses

Professional Education Core

- SPED 607 Seminar **Credits: 1-6** Credits: 4
- SPED 682 Contemporary Issues in Special Education **Credits: 4**

Special Education Content Core

- SPED 607 Seminar **Credits: 1-6** Credits: 1
- SPED 618 Introduction to Special Education **Credits: 4**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 4**
- SPED 623 Behavior Support **Credits: 4**
- SPED 625 Evaluation and Assessment in Special Education **Credits: 4**
- SPED 628 Math Methods for the Diverse Learner **Credits: 4**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 4**
- SPED 646 Law and Special Education **Credits: 4**
- SPED 670 Collaboration Practices in Special Education **Credits: 4**
- SPED 689 Full-time Student Teaching **Credits: 4**

Those candidates without a teaching license will also complete the following courses:

- ED 581 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- SPED 649 Part-time Student Teaching **Credits: 4**

Exit Evalutation

Students must complete the following exit evaluation to receive their degree:

- Portfolio

Total Credits: 45-53

Note

Note: Completion of the Special Education MS.Ed. program along with all state licensure requirements will result in a masters degree and a special education PK-12 Generalist endorsement/license.

Teaching, M.A.T.

Two tracks

Master of Arts in Teaching: Initial Secondary Licensure track

Master of Arts in Teaching: Initial Elementary Licensure track (**This program is not accepting new students.**)

Coordinator: Amy Bowden

Mission

Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of students in schools.

Learning Outcomes

1. Plan instruction that supports student progress in learning and is appropriate for the development level of students.
2. Establish a classroom climate conducive to learning.
3. Engage students in planned learning activities through the Education Teacher Performance Assessment.

This program is aligned to the professional standards delineated by

Academic Programs

Oregon Teacher Standards and Practices Commission for partial fulfillment of a preliminary teaching license in a specific single subjects area. Please check with your faculty advisor for additional requirements relative to this professional credential.

Choose One Track

- Teaching, Initial Elementary Licensure Track, M.A.T.
- Teaching, Initial Secondary Licensure Track, M.A.T.

Teaching, Initial Elementary Licensure Track, M.A.T.

This program is not accepting new students.

Core Courses

- ED 581 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- ED 614 Practicum **Credits: 3**
- ED 616 M.A.T. Clinical Experience II **Credits: 3**
- ED 618 The (R)evolution of Multicultural Education **Credits: 4**
- ED 624 Rethinking Special Education **Credits: 4**
- ED 637 Inquiry Into Pedagogy **Credits: 4**
- ED 642 Curriculum, Assessment, Instruction, and Reflection **Credits: 3**
- ED 643 Foundations of Schooling & Learning **Credits: 4**
- ED 651 Disciplinary and Digital Literacy **Credits: 4**
- ED 652 Integrating Health and Physical Education **Credits: 3**
- ED 654 Classroom Climate and Environments for Learning **Credits: 3**
- ED 662 Inquiry into Pedagogy - eMAT STEM **Credits: 3**
- ED 663 Inquiry to Pedagogy (eMAT Math) **Credits: 3**
- ED 665 Reading and Writing Through Children's Literature **Credits: 3**
- ED 674 Integrating the Creative Arts **Credits: 3**
- ED 685 The Word and the World: Supporting All Learners Through Language and Literacy **Credits: 3**
- ED 686 Capstone and Professional Leadership Seminar I **Credits: 2**
- ED 687 Capstone and Professional Leadership Seminar II **Credits: 2**
- ED 688 Capstone and Professional Leadership Seminar III **Credits: 2**
- ED 697 M.A.T. Clinical Experience III **Credits: 1-9**

Exit Evaluation Requirement

Students must complete the following exit evaluation in order to receive their degree:

- Portfolio

Total Credits: 61-69

Teaching, Initial Secondary Licensure Track, M.A.T.

Core Courses

- ED 534 Content Pedagogy I **Credits: 4**
- ED 536 Content Pedagogy II **Credits: 4**
- ED 614 Practicum **Credits: 3**
- ED 616 M.A.T. Clinical Experience II **Credits: 3**
- ED 618 The (R)evolution of Multicultural Education **Credits: 4**
- ED 622 Curriculum Cycle: Assessment for Planning **Credits: 4**
- ED 623 Developmentally Appropriate Classroom Management **Credits: 4**
- ED 624 Rethinking Special Education **Credits: 4**
- ED 643 Foundations of Schooling & Learning **Credits: 4**
- ED 651 Disciplinary and Digital Literacy **Credits: 4**
- ED 657 Professional Seminar I **Credits: 2**
- ED 658 Professional Seminar II **Credits: 2**
- ED 659 Professional Seminar III **Credits: 4**
- ED 697 M.A.T. Clinical Experience III **Credits: 1-9**

  Up to three credits of the above courses may be waived by the program coordinator if a transcript review indicates that proficiencies required by TSPC for licensure have already been met in a previous course.

Exit Evaluation Requirement

Students must complete the following exit evaluations in order to receive their degree:

- Teacher Performance Assessment
- Action Research Project

Total Credits: 47-55

Graduate Certification

Adaptive Leadership Certificate

Learning Outcomes

1. Demonstrate knowledge and application of principles, theories, and concepts of leadership within complex adaptive systems.

2. Demonstrate creative thinking and problem solving.
3. Demonstrate personal growth as a leader and to the ability to work effectively with people from diverse backgrounds.

Core Courses

- OL 612 Conflict Management **Credits: 3**
- OL 614 Leading for Creativity and Innovation **Credits: 3**
- OL 631 Fundamentals of Leadership **Credits: 3**
- OL 632 Building Effective Teams **Credits: 3**
- OL 633 Organizational Communication **Credits: 3**

Total Credits: 15

Advanced Juvenile Justice Studies Certificate

This program is not accepting new students.

Mission

Provides students with advanced knowledge of research, theory, and practice that addresses challenges with youth, family, and community impacted by delinquent behavior and the juvenile justice system.

Learning Outcomes

1. Explore the complexities of youth as a unique group of offenders with separate needs within the criminal justice system.
2. Understand the immediate and long-term effects of justice system involvement on youth, families, and communities.
3. Critically evaluate and analyze methods of responding to delinquent behavior and youth crime in the juvenile and criminal justice systems.
4. Dissect the causes and consequences of youth crime and evidence-based practices for addressing delinquency and offending.

Core Courses

- CJ 551 Youth, Crime and Society **Credits: 4**
- CJ 561 Youth Immigration and Crime **Credits: 4**
- CJ 611 Contemporary Juvenile Issues **Credits: 4**
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 618 Theory of Criminal Law **Credits: 4**
- CJ 653 Advanced Corrections **Credits: 4**
- CJ 660 Advanced Criminology **Credits: 4**

Total Credits: 28

Dual Language/Bilingual Education Certificate

Mission

Prepares teachers and other education professionals to develop students' competencies in bilingualism, biliteracy and multiculturalism. Builds expertise for effective instruction, leadership and advocacy in dual language and bilingual settings.

Learning Outcomes

1. Prepare teachers and other education professionals to apply theories of first and second language acquisition to their practice and to use theoretical principles related to the role of culture and identity to foster an inclusive learning environment in dual language and bilingual settings.
2. Prepare teachers and other education professionals to use evidence based practices and strategies related to planning/developing/designing, implementing and managing/ assessing instruction in dual language and bilingual settings.
3. Prepare teachers and other education professionals to act as a resource and advocate for multilingualism and to collaborate with students, their families and the community in order to meet the needs of multilingual students.

Core Courses

- ED 631 Classroom Strategies for Biliteracy Development **Credits: 3**
- ED 641 Theories of Bilingualism **Credits: 3**
- ED 644 Bilingualism in Socio-cultural Contexts **Credits: 3**
- ED 645 Instruction and Assessment in Dual Language/Bilingual Settings **Credits: 3**
- ED 647 Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators **Credits: 3**

Total Credits: 15

Educational Leadership Certificate

Coordinator: Alicia Wenzel

WOU-Partnership School Liaison: Steve Nelson

Learning Outcomes

1. Effectively apply the content expertise (knowledge, skills, dispositions) of their education profession.
2. Use research and evidence to develop environments that support and assess learning

in their own professional practice.
3. Show commitment to, and develop professional, educational leadership attributes.

Core Courses

- EDLR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness **Credits: 4**
- EDLR 612 Principal Leadership in Instructional Practices **Credits: 4**
- EDLR 613 Principal Leadership that Supports All Students **Credits: 4**
- EDLR 614 Principal Leadership Promoting Family and Community Engagement **Credits: 4**
- EDLR 615 Principal Leadership in School Improvement and Data Driven Decision-Making **Credits: 4**
- EDLR 616 Principal Leadership in Law, Policies and Social Justice **Credits: 4**
- EDLR 617 Principal Leadership in Human Capital and Resource Management **Credits: 4**

Total Credits: 28

Enabling Leadership Certificate

Mission

Provide opportunities for leaders to enhance and apply their leadership knowledge, competencies, and values within any sector, industry, or setting. The program curriculum is devoted to helping students master the fundamental human processes of leadership and organizational development. Students will not only grow as leaders through action-based learning, but they will also make a positive impact on their communities and workplaces through a practical application of cumulative skills.

Learning Outcomes

1. Demonstrate knowledge and application of principles, theories, and concepts of leadership within organizational settings.
2. Develop and apply skills that promote the development of others.
3. Apply teamwork, leadership, and communication skills to work effectively with people from diverse backgrounds.

Core Courses

- OL 613 Human Behavior in Organizations **Credits: 3**
- OL 619 Strategic Change and Organizational Development **Credits: 3**

Elective Credits: 9

To be chosen with advisor.

- OL 507 Seminar **Credits: 3**
- OL 606 Special Individual Studies **Credits: 1-3**
- OL 607 Seminar **Credits: 3**
- OL 618 Advanced Leadership **Credits: 3**
- OL 624 Talent Management **Credits: 3**
- OL 625 Executive Coaching **Credits: 3**
- OL 626 Leading Sustainability **Credits: 3**
- OL 627 Leadership: Keys to Mental and Physical Health **Credits: 3**
- OL 628 Leadership and Work-Family Balance **Credits: 3**
- OL 634 Leading Across Cultures **Credits: 3**

Total Credits: 15

Executive Leadership Certificate

Learning Outcomes

1. Demonstrate knowledge and application of principles, theories, and concepts of leadership within organizational settings.
2. Develop critical intellectual skills including: critical thinking and analytical reasoning; ethical reasoning; and effective decision making.
3. Apply teamwork, leadership, and communication skills to work effectively with people from diverse backgrounds.

Core Courses

Executive Leadership Core

- OL 611 Ethics in Leadership **Credits: 3**
- OL 615 Strategic Leadership **Credits: 3**
- OL 622 Critical Thinking for Leaders **Credits: 3**

Electives: Choose One Option

Option 1

- OL 690 Leadership Action Project **Credits: 1-3**
- WR 630 Professional Writing and Research **Credits: 3**

Option 2

6 credits Organizational Leadership (OL) courses selected in consultation with advisor

Total Credits: 15

Healthcare Administration Certificate

This program is not accepting new students.

Mission

Academic Programs

Provide advanced learning opportunities to students interested in enhancing their knowledge and skills in healthcare administration. Courses offered address healthcare policy issues, leadership skills, and issues related to disparities in access to health care.

Learning Outcomes

1. Demonstrate knowledge of the healthcare system and the environment in which healthcare managers and providers function including policy, laws, regulations, standards and ethics.
2. Identify circumstances causing major changes and reform to the structure of the U.S. healthcare system and explain the impact on the delivery of health services to diverse populations at a local, regional, and national level.
3. Demonstrate professional and ethical leadership that will positively affect performance as a healthcare manager.

Core Courses

- HCA 621 Healthcare Politics and Policy **Credits: 3**
- HCA 622 Diversity and Ethical Leadership in Healthcare **Credits: 3**
- HCA 623 Disparities in Health Care **Credits: 3**

Electives

Choose One Option:

Option 1

- 6 credits of Healthcare Administration (HCA) electives selected in consultation with advisor

Option 2

- 3 credits of Healthcare Administration (HCA) electives selected in consultation with advisor
- 3 credits of Organizational Leadership (OL) electives selected in consultation with advisor

Healthcare Administration Elective Courses

- HCA 640 Quality Improvement for Healthcare Leaders **Credits: 3**
- HCA 641 Issues in Rural Healthcare Management **Credits: 3**
- HCA 642 Foundations of Gerontology for Healthcare Administrators **Credits: 3**
- HCA 643 Advanced Topics in Healthcare **Credits: 3**

Organizational Leadership Elective Courses

- OL 613 Human Behavior in Organizations **Credits: 3**
- OL 619 Strategic Change and Organizational Development **Credits: 3**
- OL 631 Fundamentals of Leadership **Credits: 3**
- OL 632 Building Effective Teams **Credits: 3**
- OL 633 Organizational Communication **Credits: 3**

Total Credits: 15

Instructional Design Certificate

Coordinator: Greg Zobel

Mission

Provides graduate students from diverse backgrounds advanced skills in the planning and creation of learning experiences using technology in the classroom, online and in informal environments.

Learning Outcomes

1. Design instruction for online and face-to-face learning that addresses the diverse needs of learners.
2. Create effective educational materials in multiple types of media.
3. Provide support for instructional uses of technology through tutorials, instructional presentations and one-on-one mentoring.

This program is appropriate for individuals who work or plan to work in adult learning environments, corporate training, informal education, K-12 school systems or any field where teaching and learning are integral to the mission. The ID certificate can be embedded within the MS Ed: Curriculum & Instructional Design degree's Learning Design & Technology pathway at WOU.

Students with a completed Baccalaureate degree may enter the 20-credit certificate program after meeting university requirements for graduate admission.

Core Courses

- CSE 615 Designing Information **Credits: 4**
- CSE 616 Designing and Teaching Online Courses **Credits: 4**
- CSE 626 Instructional Design **Credits: 4**
- CSE 680 Users, Communication, Interaction, Experience **Credits: 4**

Choose One

- CSE 619 Big Thinkers in Educational Technology **Credits: 4**
- CSE 650 Applied Multimedia Learning & Design **Credits: 4**

Total Credits: 20

Note:

Substitute courses must be approved by adviser.

Interpreting Studies: Professional Practice Certificate

Entry to the Interpreting Studies: Professional Practice graduate certificate program requires a bachelor's degree in interpreting studies or closely related field, or a bachelor's degree in any field and at least one year of interpreting experience.

Mission

Provides interpreters who use English and another language, spoken or signed, coursework and experiences that focus on theoretical and practical 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 literature on interpreting.
3. Exhibit advanced competence in interpreting effectiveness.

Courses for the Professional Practice Certificate

Core Courses

- INT 618 Ethics and Professional Practice **Credits: 3**
- INT 619 Professional Field Experience I **Credits: 3**
- INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education **Credits: 3**
- INT 630 Communication in a Practice Profession **Credits: 3**
- INT 677 Intrapersonal Aspects of Interpreting **Credits: 3**

Total Credits: 15

Interpreting Studies: Reflective Practice

Core Courses

- INT 617 Introduction to Reflective Practice **Credits: 3**
- INT 627 Reflective Practice Techniques **Credits: 3**
- INT 637 Rhythms of Reflective Practice **Credits: 3**
- INT 677 Intrapersonal Aspects of Interpreting **Credits: 3**
- Interpreting Studies Elective **Credits:** 3

Total Credits: 15

Interpreting Studies: Research Certificate

Mission

Provides interpreters and interpreter educators who use English and another language, spoken or signed, coursework and experiences that focus on practical, and research 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 rigorous research methods through action research and thesis work.
2. Contribute to a growing body of research on interpreting and interpreter education.
3. Exhibit competence in research.

Core Courses

- INT 612 Proseminar **Credits: 3**
- INT 633 Research and Writing: Translation and Interpretation **Credits: 3**
- INT 635 Qualitative Methods **Credits: 3**
- INT 645 Research on Translation and Interpretation I **Credits: 3**
- Elective **Credits:** 3

Total Credits: 15

Interpreting Studies: Teaching Interpreting Certificate

Core Courses

- INT 640 Teaching Ethics and Professional Practice **Credits: 3**
- INT 650 Teaching Meaning Transfer **Credits: 3**
- INT 655 Assessment for Interpreter Educators **Credits: 3**
- INT 665 Interpreter Education Curriculum Development **Credits: 3**
- INT 675 Adult Education **Credits: 3**

Elective Credits: 3

In consultation with your advisor, select elective(s).

Total Credits: 18

Academic Programs

Principal License Certificate

Coordinator: Alicia Wenzel
WOU-Partnership School Liaison: Steve Nelson

Learning Outcomes

1. Effectively apply the content expertise (knowledge, skills, dispositions) of their education profession.
2. Use research and evidence to develop environments that support and assess learning in their own professional practice.
3. Show commitment to, and develop professional, educational leadership attributes.

Core Courses

- EDLR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness **Credits: 4**
- EDLR 612 Principal Leadership in Instructional Practices **Credits: 4**
- EDLR 613 Principal Leadership that Supports All Students **Credits: 4**
- EDLR 614 Principal Leadership Promoting Family and Community Engagement **Credits: 4**
- EDLR 615 Principal Leadership in School Improvement and Data Driven Decision-Making **Credits: 4**
- EDLR 616 Principal Leadership in Law, Policies and Social Justice **Credits: 4**
- EDLR 617 Principal Leadership in Human Capital and Resource Management **Credits: 4**
- EDLR 618 Principal Practicum Experience I **Credits: 4**
- EDLR 619 Principal Practicum Experience II **Credits: 4**
- EDLR 620 Principal Practicum Experience III **Credits: 4**

Total Credits: 40

Reading Specialist Certificate

Mission

Prepare K-12 teachers and other educational professionals to apply foundational knowledge of language and literacy to pedagogy and practice and to develop their understanding of many aspects and resources needed to support and facilitate effective instruction and professional growth. Though aligned to the same standards as the Reading Endorsement Program, the Reading Certificate Program does not include practicum experiences where students are required to demonstrate their developing proficiency in literacy leadership. For this reason, the Reading Certificate Program does not culminate in an endorsement. Students who have successfully completed the Reading Certificate may re-enroll after 3 or more years of K-12 teaching practice, in order to complete the Reading Endorsement program.

Learning Outcomes

1. Know and understand deeply the role of literacy in K-12 schools and how it develops throughout schooling, including knowledge teachers need in order to understand and support student learning of literacy concepts, particularly reading.
2. Knowledge as specified by the Standards for Reading 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 program is appropriate for individuals who work or plan to work, in a K-12 school system or any field where teaching and learning are integral to the mission. The Reading Specialist certificate can be embedded within the MS Ed: Reading degree at WOU and qualifying candidates may also apply for a TSPC Reading Specialization.

Core Courses

- ED 628 Teaching Reading and Writing Across the Disciplines **Credits: 4**
- ED 667 Supporting Language and Literacy Development **Credits: 4**
- ED 668 Assessment in Reading Instruction **Credits: 4**

Elective Credits: 4

- ED 655 Foundations of Literacy **Credits: 4**
- ED 680 Psychology of Reading Instruction **Credits: 4**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 4**

Total Credits: 16

Social Justice Certificate

This program is not accepting new students.

Mission

Provides students with in-depth knowledge of complex social challenges and tools for addressing issues in social justice through research, theory, organizing, and affecting change.

Academic Programs

Learning Outcomes

1. Gain knowledge of complex social justice issues and how different systems interact around and within these realms.
2. Analyze interdisciplinary theories and approaches to complex social justice challenges and concerns.
3. Examine strategies for addressing complex social justice issues through activism, policy, practice, and intervention.

Core Courses

- CJ 545 Race and Justice **Credits: 4**
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 619 Ethics and Leadership in Criminal Justice Organizations **Credits: 4**
- CJ 627 Quantitative Methods in Social Science **Credits: 4**
- JS 629 Social Movement and Community Organization **Credits: 4**
- JS 658 Justice and Social Theory **Credits: 4**
- JS 659 Social Problems **Credits: 4**

Total Credits: 28

Writing Theory and Practice for In-Service Teachers Certificate

This program is not accepting new students.

Professors: Rob Troyer, Katherine Schmidt

Mission

This certificate program is designed for licensed middle and high school teachers, seeking to expand their expertise in writing instruction and/or prepare themselves to teach dual enrollment college-level writing courses. Students will study theories and best practices in the teaching of writing, learn new and innovative ways to incorporate writing into their classrooms, and explore and reflect on their own practices as professional writers.

Learning Outcomes

1. Analyze key theories from the field of Rhetoric and Composition and Linguistics guiding writing instruction.
2. Apply theories of writing instruction to the creation of pedagogical materials.
3. Engage in inquiry projects exploring varied aspects of writing instruction in the classroom.
4. Effectively instruct and guide students in college-level writing.
5. Reflect critically on your own practices as writers and teachers.

Core Courses

- LING 550 Linguistic Analysis of Style and Genre **Credits: 4**
- WR 530 Teachers as Writers **Credits: 4**
- WR 540 Writing Theory and Pedagogy **Credits: 4**
- WR 596 Special Topics in Writing **Credits: 4**
- WR 600 Writing Portfolio Capstone **Credits: 2**

Total Credits: 18

Graduate Endorsement

Reading Endorsement

Coordinator: Marie LeJeune

Mission

Prepare K-12 licensed teachers, with 3 or more years of practice, to become reading specialists or improve their knowledge and skills in teaching reading. All programs must be approved by the Coordinator of Reading. All Reading Endorsement students must successfully complete ED 628, ED 667, ED 668 and an elective (or approved substitutions) before embarking on the Reading Endorsement practicum classes (ED 672 and ED 609) unless approved by the Coordinator of Reading. In order to add the endorsement to their Oregon teaching license, students must also pass the PRAXIS Reading Specialist (5301) test.

Learning Outcomes

1. Demonstrate advanced foundational knowledge of K-12 literacy development.
2. Demonstrate holistic pedagogical knowledge and practices for literacy instruction and intervention.
3. Develop the values and dispositions for literacy leadership.

Students seeking an endorsement in reading must complete or have completed requirements for a teaching license. Reading is regarded as a support area to the teacher's area of original licensure. Courses in this program will enhance and broaden reading specific knowledge and other responsibilities encountered by the classroom teacher, resource teacher and reading specialist. All candidates for this endorsement must pass the Praxis exam for Reading Specialist.

Core Courses

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.

- ED 609 Practicum **Credits: 1-15** Credits: 4
- ED 628 Teaching Reading and Writing Across the Disciplines **Credits: 4**

- ED 667 Supporting Language and Literacy Development **Credits: 4**
- ED 668 Assessment in Reading Instruction **Credits: 4**
- ED 672 Literacy Leadership and Program Planning **Credits: 4**

Elective Credits: 4

Reading Endorsement students must choose a minimum of one elective from the following:

- ED 655 Foundations of Literacy **Credits: 4**
- ED 680 Psychology of Reading Instruction **Credits: 4**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 4**

Total Credits: 24

Special Educator I Endorsement

Mission

To prepare teachers to work with students with mild, moderate, and/or severe disabilities. Candidates who successfully complete this program fulfill the requirements of the Teacher Standards and Practices Commission (TSPC) and are eligible for 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 Special Educator I endorsement program is designed for teachers who hold or are eligible to hold a valid initial teaching license.

Core Courses

Special Education Core Courses

Preparation Level: PK-12 (Elementary & Middle/High School) Preparation

- SPED 607 Seminar **Credits: 1-6** Credits: 1
- SPED 618 Introduction to Special Education **Credits: 4**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 4**
- SPED 623 Behavior Support **Credits: 4**
- SPED 625 Evaluation and Assessment in Special Education **Credits: 4**
- SPED 628 Math Methods for the Diverse Learner **Credits: 4**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 4**
- SPED 646 Law and Special Education **Credits: 4**
- SPED 649 Part-time Student Teaching **Credits: 4**
- SPED 670 Collaboration Practices in Special Education **Credits: 4**
- SPED 689 Full-time Student Teaching **Credits: 4**

Total Credits: 41

Note

May be completed as part of the Special Education, M.S.Ed.

Graduate Specialization

Dual Language Specialization

Mission

The dual language specialization program at Western Oregon University is a graduate-level program designed to support experienced educators in attaining deep theoretical knowledge and specific pedagogical skills to support the academic language development of emergent bilingual students in P-12 instructional contexts. The dual language specialization program is open to both practicing educators who wish to add the specialization to an existing Oregon teaching license as well as to current graduate students enrolled in an MS.Ed. and MAT programs in the College of Education who wish to add this area of expertise to their program of study. Upon completion of the specialization, participants will be prepared to deliver instruction that supports academic content knowledge within dual language settings.

The Dual Language Specialization requires 15 quarter hours consisting of five, three-credit courses that are taken sequentially and culminate in a field-based practicum. The five courses leading to the specialization address foundational knowledge of bilingualism (E.g. History of bilingual education and program models), theories of bilingualism, assessment, sociocultural influences on learning language, and instruction. At the core of the specialization is a commitment to developing reflective practitioners who analyze and critique their own beliefs, theories, and classroom practices to ensure they are meeting the academic needs of their emergent bilingual students. Courses will be taught by faculty whose expertise and scholarship focus on the teaching and learning of linguistically diverse

students in P-12 dual language settings.

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.
3. Prepare teachers who are knowledgeable about policies related to the education of emergent bilingual students, and who collaborate with colleagues, administrators and families to meet their learners' needs.
4. Prepare teachers to work effectively with emergent bilingual students in dual language instructional settings.

Core Courses

- ED 631 Classroom Strategies for Biliteracy Development **Credits: 3**
- ED 641 Theories of Bilingualism **Credits: 3**
- ED 644 Bilingualism in Socio-cultural Contexts **Credits: 3**
- ED 645 Instruction and Assessment in Dual Language/Bilingual Settings **Credits: 3**
- ED 647 Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators **Credits: 3**
  Note: Includes 30 hours of field-based practicum hours.

Total Credits: 15

Graduate Licensure

Special Educator II License

Mission

To prepare teachers to work with students with mild, moderate, and/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 teacher candidates to work with students with mild, moderate, and/or severe disabilities.

The Special Educator II license program is designed for teacher candidates who do not hold a teaching license.

Core Courses

Special Education Core Courses

Preparation Level: PK-12 (Elementary & Middle/High School) Preparation

- ED 581 Introduction to Principles & Practices of ESOL and Bilingual Education **Credits: 4**
- SPED 607 Seminar **Credits: 1-6** Credits: 1
- SPED 618 Introduction to Special Education **Credits: 4**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 4**
- SPED 623 Behavior Support **Credits: 4**
- SPED 625 Evaluation and Assessment in Special Education **Credits: 4**
- SPED 628 Math Methods for the Diverse Learner **Credits: 4**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 4**
- SPED 646 Law and Special Education **Credits: 4**
- SPED 649 Part-time Student Teaching **Credits: 4**
- SPED 670 Collaboration Practices in Special Education **Credits: 4**
- SPED 689 Full-time Student Teaching **Credits: 4**

Total Credits: 45

Note

May be completed as part of the Special Education, M.S.Ed.

Course Descriptions

A 100 Art Topics: Various

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 for up to 4 credits, if content is different.
Credits: 2
General Education: *Foundational Skills: Communication and Language*

A 115 Beginning Design: Two-dimensional

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.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

A 116 Beginning Design: Three-dimensional

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

A 120 Beginning Digital Art & Design

Introduction to art and visual communication using computers. Explores the impacts of visual design on meaning and expression. Students create art and design projects using industry-standard digital tools. Includes instruction in Adobe Creative applications. Emphasizes design process and creative thinking.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

A 130 Beginning Drawing

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

A 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

A 204 Art History: Prehistoric through Late Antiquity

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

A 205 Art History: Middle Ages through Renaissance

Historical survey of painting, sculpture and architecture in both the Western and non-Western traditions from the early Middle Ages through the Renaissance.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

A 206 Art History: Baroque through Contemporary

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

A 210 Art For Health

Making art is shown to promote health for individuals and communities. This course explores established links between a variety of creative practices and their health benefits. Includes techniques for stress management through art making; journaling and assessment of art making activities and other habits; and goal setting for art making as a physical activity and a positive mental health behavior.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

A 220 Introduction to Graphic Design

Project-oriented studio course introducing graphic design for communication. Learn terminology and techniques for effective use of concepts, typography and images. Create design projects in which aesthetic considerations and page structures support content.
Credits: 4
Prerequisite: *A 115 or A 120*
General Education: *Foundational Skills: Critical Thinking*

A 230 Introduction to Life Drawing

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.
Credits: 4
Prerequisite: *A 115 and A 130*

A 250 Introduction to Ceramics

The study of three-dimensional form through hand-building and wheel-throwing techniques. Surface treatments and firing processes will be introduced in the course.
Credits: 4
Prerequisite: *A 116 and A 130*

Course Descriptions

A 262 Digital Images & Photography I

Project-based course engages the critical role of digital images and photography in contemporary visual culture. Builds skills in creative process, composition, camera and software technique, conceptual development, and communication. Introduces theory.
Credits: 4
Prerequisite: *A 115 or A 120 or A 130*

A 270 Introduction to Printmaking

An introductory course designed to acquaint students with one or more of the following printmaking processes: relief, intaglio, lithography, monoprints, screen printing.
Credits: 4
Prerequisite: *A 115 or A 130*

A 280 Introduction to Painting

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
Credits: 4
Prerequisite: *A 115 and A 130*

A 290 Introduction to Sculpture

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.
Credits: 4
Prerequisite: *A 116 and A 130*

A 304 History of Modern Art, 1789-1914

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.
Credits: 4

A 305 History of Modern Art, 1914-1965

Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from World War I to the mid-1960's. From Dada to Abstract Expressionism.
Credits: 4

A 306 History of Modern Art, 1965-Present

Advanced survey of the history of modern art, covering the major artistic movements and artists in Europe and the United States from the mid-1960s to the present day. From Pop Art to Contemporary Art.
Credits: 4

A 308 History of Graphic Design

A historical examination of visual communication, this course highlights key graphic designers and relevant artistic, cultural, and technological context. Through lectures, studio projects, presentations, discussions, and readings, emphasis is placed on the relationship between historical design trends and contemporary design practice and ideology.
Credits: 4
Prerequisite: *A 115 or A 120 or consent of instructor*

A 311 Creativity and Idea Generation

This course explores creative thinking processes and idea generation methods that can be applied to virtually any major or career path. We begin with the premise that creative thinking is not fixed, but is achievable by anyone with practice and effort. Hands-on studio art activities will teach methods to overcome creative barriers and encourage learning through risk-taking, failure, and play. Students will gain the tools and mindset to develop new ideas, break old patterns, and unlock their creative potential.
Credits: 4
Prerequisite: *A 115 or A 116 or A 120 or A 130 or consent of instructor*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

A 314 Intermediate 2D Design International

Intermediate study of design theory with studio practice for international students. Students will practice articulating art and design vocabulary and will demonstrate understanding of how the elements and principles of design can be used to visually communicate ideas. Emphasis on learning about studio practice in the United States, and preparing for success in the art and design program.
Credits: 4
Prerequisite: *Consent of instructor*

A 315 Intermediate Design: Two-Dimensional

Advanced study of design theory with studio practice. Emphasis on two-dimensional exploration including theories of visual perception and color, content, and formal analysis.
Credits: 4
Prerequisite: *A 115, A 120, A 130 and one of the following: A 220, A 230, A 250, A 262, A 270, A 280 or A 290*

A 316 Intermediate Design: Three-Dimensional

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.
Credits: 4
Prerequisite: *A 115, A 116, A 130 and one of the following: A 220, A 230, A 250, A 262, A 270, A 280 or A 290*

A 318 Gallery Internship

Introduction to matting, framing and hanging artwork. Professional ethics, visual artists' legal rights and responsibilities, artwork documentation and gallery exhibition will be covered.

Course Descriptions

Practical work hours contracted for each student in on- or off-campus exhibit spaces; number of gallery work hours required dependent upon the amount of credits taken in a single term. Gives students practical experience necessary for gallery related employment.
May be repeated for credit.
Credits: 1-2
Prerequisite: *A 115 and upper division standing*

A 320 Graphic Design: Type & Image

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
Credits: 4
Prerequisite: *A 220*

A 321 Graphic Design: Logos & Identity

Exploration of icons, symbols, logos and their operation in visual identity design. Consider context, audience, and message to understand how to position graphic communications.
Credits: 4
Prerequisite: *A 220*

A 322 Graphic Design: Contemporary Issues

Exploration of professional design issues for creating visual and verbal systems for a project with multiple presentation outcomes. Rotating topics include, but are not limited to, collaboration, package design, exhibition design, and expressive typography.
Credits: 4
Prerequisite: *A 120*

A 323 User Experience Design

User experience (UX) design focuses on human experience, in order to create things that meet the needs of the people who use them. This studio course explores design thinking and process for interactive media, incorporating tools of visual design to create useful, communicative, and accessible user interfaces. Project work includes web design.
Credits: 4
Prerequisite: A 120 or CS 195

A 324 Interactive Media: Applied

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.
Credits: 4
Prerequisite: *A 320 and A 323*

A 326 Video

Students create video projects. Course emphasizes design process, concept development, critical thinking, cinematography, editing, sound, visual effects, and video graphics. Engages communication through narrative storytelling, montage editing, and experimental practices. Includes instruction in video software and equipment. Builds essential skills necessary for future work in animation.
Credits: 4
Prerequisite: A 262 or permission of instructor

A 327 Animation

Students create animation projects by building and applying skills in art & design process, critical thinking, communication, experimentation, and technology. Course explores multiple techniques each term, and topics vary from year to year.
May be repeated up to 8 credits.
Credits: 4
Prerequisite: A 326 or permission of instructor

A 330 Drawing: Explorations

A continuation of drawing practice and technique. Traditional and contemporary drawing methods and concepts will be covered including: figure drawing, observational drawing, conceptual expression, abstraction, contemporary practices and issues.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130 and A 230*

A 331 Drawing: as Communication

Examines drawing as language for visual communication. Traditional and contemporary drawing methods and concepts will be covered including: figure drawing, observational drawing, conceptual expression, abstraction, contemporary practices and issues. Research projects and/or presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130 and A 230*

A 350 Ceramics: Methodologies

Part of a series of intermediate-level ceramic studio experiences, this course focuses on hand-building methods of ceramic techniques that includes relief-carving, large-scale ceramics and the human form in clay, as well as surface treatment research in low firing techniques.
May be repeated for credit.
Credits: 4

A 351 Ceramics: Construction and Process

Part of a series of intermediate-level ceramic studio experiences this course focuses on hand-building methods of ceramic techniques that includes tile-making and mold-making as well as surface treatment research in mid-range firing techniques.
May be repeated for credit.
Credits: 4

A 352 Ceramics: Form and Function

Part of a series of intermediate-level ceramic studio experiences, this course focuses on hand-building methods of ceramic techniques that includes architectural ceramics and the vessel as sculptural reference as well as surface treatment research in high-fire kiln techniques.

Course Descriptions

May be repeated for credit.
Credits: 4

A 370 Printmaking: Simple Intaglio

Part of a 6-term cycle of printmaking studio experiences. This term focuses on intaglio printmaking techniques that do not require etching baths such as collagraph, drypoint and photopolymer plates. May include research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 371 Screen Printing

Part of a 6-term cycle of printmaking studio experiences. This term focuses on screen printing techniques such as paper stencil, photo emulsion and screen filler stencils. May include research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 372 Relief Printmaking

Part of a 6-term cycle of printmaking studio experiences. This term focuses on relief printing techniques (e.g. woodcut, linoleum, engraving, collagraphs, photopolymer plates). May include multi-plate color printing techniques, research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 380 Painting: from Observation

Examines painting as language for visual communication. Strengthens skills in oil painting and focuses on color and composition theory and observational color studies.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130*

A 381 Painting: Mixed Media

Examines painting as language for visual communication. Explores contemporary techniques and practices and focuses on color and composition theory.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 382 Painting: Watercolor

Examines painting as language for visual communication. Explores contemporary techniques and practices using water media and focuses on color and composition theory.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130*

A 383 Illustration: Technique & Narrative

Studio course exploring traditional and contemporary illustration tools and techniques. Students will develop ideas and explore appropriate media and imagery to communicate narrative.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130 and one of the following: A 220, A 230, A 262, A 270 or A 280*

A 384 Painting: Landscape

This course examines painting as language for visual communication. Students will learn the fundamentals of landscape painting, and explore how this art form can be used to document the world around us. Class time will be spent painting outdoors at locations both on and off campus. May be repeated for credit.
May be repeated 6 times for credit.
Credits: 4
Prerequisite: A 130 or Instructor Consent
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

A 390 Sculpture: Techniques and Methods

Part of a series of intermediate level Sculpture studio experiences. This term focuses on the fundamental processes, techniques and methods used in sculpture. Students are expected to expand greater proficiency in the use of hand tools and some power tools.
May be repeated for credit.
Credits: 4

A 391 Sculpture: Material Exploration

Part of a series of intermediate level Sculpture studio experiences, this term focuses on exploring the relationships of ideas to materials and construction techniques. Students will be encouraged to increase creative freedom and develop artistic research by an expanded knowledge of materials.
May be repeated for credit.
Credits: 4

A 392 Sculpture: Conceptual Development

Part of a series of intermediate level Sculpture studio experiences. This term focuses on exploring concept based on learning through visual problem solving, built upon the knowledge and techniques in a variety of sculpture materials.
May be repeated for credit.
Credits: 4

A 399 Special Studies

May be repeated for up to 16 credits.
Credits: 1-5

A 404 Art History: Non-Western Art

An introductory study of visual expression in cultural contexts that are representative of non-Western traditions.
May be repeated for credit, if content is different.
Credits: 4

A 405 Art History: Gender in Art

A study of gender as subject, and a study of gender issues for artists in the history of Western art from the

Course Descriptions

Renaissance to the present. Aesthetic social discourse as it relates to changing perspectives on the role of gender in art will be examined.
Credits: 4

A 406 Art History: Special Topics

A course in art history offering the student the possibility to develop an in-depth study in a specialized area of art history.
May be repeated for up to 16 credits.
Credits: 4

A 410 Seminar: (Topic)

Interdisciplinary discussion course. This course provides a forum for discussing contemporary issues, ideas and practices related to art and design.
May be repeated for up to 6 credits. Up to 6 credits may be applied towards BFA. Up to 2 credits may be applied towards Art & Design Major.
Credits: 1-2

A 411 Workshop

Credits: 1-3

A 412 Practicum

Practical work experience credit that may be applied toward a degree in the Art Department. The practicum should take place with an arts or cultural organization, individual studio artist or designer, or another professional setting related to art and/or design. Students will be contracted for 30 hours per credit, performing duties outlined by the workplace mentor or supervisor to complete an assigned task or project.
May be repeated up to 8 credits.
Credits: 1-6
Prerequisite: Students are eligible to begin a practicum for credit after completing 44 credits of Art & Design courses.

A 413 International Studio Art Study

Studio art coursework related to B.F.A. thesis project discipline area, taken at an accredited institution of higher education outside the United States.
Credits: 1-6

A 419 Professional Concerns

A survey of professional practice in the visual arts. Career preparation for positions in the arts, business practices, and portfolio development for presentation. Capstone art experience includes written materials specific to the art profession and an oral presentation of each student's artwork.
Credits: 4
Prerequisite: *A 120, and senior standing*

A 421 Graphic Design: Print Systems

Professional graphic design problems in the realm of logos and visual identity design. Focus on executing projects professionally for various print formats and production methods.
Credits: 4
Prerequisite: A 320 or A 321

A 422 Graphic Design: Advanced Topics

Exploration of multidisciplinary design problems which may include research, product design, exhibition design, and more. Supports professional development by enhancing students' conceptual problem-solving skills and technical proficiency while also building awareness of current designers and career paths for graphic designers today.
May be repeated once for credit.
Credits: 4
Prerequisite: A 320 or A 321

A 425 Interactive Media: Contemporary Issues

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.
Credits: 4
Prerequisite: *A 321 and A 324*

A 429 Portfolio & Professional Preparation

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.
Credits: 4
Prerequisite: *A 322 or A 324 or A 327 and upper division standing*

A 430 Digital Drawing from Observation

A studio course focusing on digital drawing from direct observation. Topics may include: still life studies, linear perspective theory, figure drawing, landscapes, simple animation, color, abstraction.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130 and A 230*

A 434 Advanced Life Drawing

Students in A434: Advanced Life Drawing will build on the skills developed during A230: Introduction to life drawing. The majority of the course focuses on drawing the nude from direct observation, but class meetings will also include demonstrations, anatomy workshops, group critiques, and regular presentations of images to introduce and reinforce concepts. Students in A434 will study anatomy in greater detail than the previous course, and will have the opportunity to pursue more self-directed work.
Credits: 4
Prerequisite: A 130 and A 230

A 445 B.F.A. Thesis Project: Visual Communication Design

Advanced research, concept development and art/design production in visual communication design

disciplines. Course requirements are contracted with the instructor.
May be repeated three times to fulfill B.F.A. requirements.
Credits: 4
Prerequisite: *Acceptance to the B.F.A. program and consent of instructor*

A 450 Ceramics: Visual Exploration

Part of a series of three advanced-level ceramic studio experiences. This course focuses on advanced ceramic techniques plus clay formulation and individualized professional research.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 451 Ceramics: Formulation of Components, Relationships and Structures

Part of a series of three advanced-level ceramic studio experiences. This course focuses on advanced ceramic techniques plus glaze calculation and individualized presentation of research.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 452 Ceramics: Expanding Practices

Part of a series of three advanced-level ceramic studio experiences. This course focuses on advanced ceramic techniques plus specialized firing and professional presentation of work.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 455 B.F.A. Thesis Project: Ceramics

Advanced research, concept development and art production in ceramics. Course requirements are contracted with the instructor.
May be repeated three times to fulfill B.F.A. requirements.
Credits: 4
Prerequisite: *Acceptance to the B.F.A. program and consent of instructor*

A 462 Digital Images & Photography II

Course relates the symbolic systems of text and pictures through creative practice. Students engage special topics in photographic techniques, digital image creation and manipulation, video, and writing. Emphasizes conceptual practices and the social contexts of images.
Credits: 4

A 468 Art & Technology Workshop

Project-based course for advanced students of Art & Design.
Explores evolving concepts and techniques for creative work using technology. Develops critical perspectives and contemporary skills. Topics vary.
May be repeated for up to 12 credits.
Credits: 4
Prerequisite: *Minimum of 12 credits in upper division Art & Design courses, or consent of instructor*

A 470 Printmaking: Etching

Part of a 6-term cycle of printmaking studio experiences. This term focuses on copper etching intaglio techniques such as line etching, soft ground and aquatint. May include research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 471 Printmaking: Lithography

Part of a 6-term cycle of printmaking studio experiences. This term focuses on lithographic techniques such as direct drawing and photo transfer methods. May include research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 472 Printmaking: Monoprints

Part of a 6-term cycle of printmaking studio experiences. This term focuses on monoprint techniques. Students will combine a range of printmaking techniques to create a related series of colorful, one-of-a-kind images. May include research projects and/or student presentations.
May be repeated for credit.
Credits: 4
Prerequisite: *A 115 or A 130*

A 475 B.F.A. Thesis Project: Printmaking

Advanced research, concept development and art production in printmaking. Course requirements are contracted with the instructor.
May be repeated three times to fulfill B.F.A. requirements.
Credits: 4
Prerequisite: *Acceptance to the B.F.A. program and consent of instructor*

A 480 Painting: Figure

Examines painting as language for visual communication. Focus on the form and structure of the human figure.
May be repeated for credit.
Credits: 4
Prerequisite: *A 230, and A 280 or A 380*

A 481 Painting: Methods of the Masters

Examines painting as language for visual communication. Focus on color and composition studies, contemporary methods and concepts, and individual artistic expression.
May be repeated for credit.
Credits: 4
Prerequisite: *A 130* and either *A 280* or *A 380*

A 482 Painting: Contemporary Issues

Examines painting as language for visual communication. Focus on contemporary methods and concepts

and individual artistic expression and portfolio development.
May be repeated for credit.
Credits: 4
Prerequisite: *A 280 or A 380 or A 381 or A 382 or A 480*

A 483 Digital Illustration

Studio course focusing on contemporary illustration tools and techniques, including digital media. Students will develop ideas and explore appropriate media and imagery to communicate narrative.
May be repeated for credit.
Credits: 4
Prerequisite: *A 120 and A 130 or consent of instructor*
General Education: *Integrating Knowledge: Science, Technology, and Society*

A 485 B.F.A. Thesis Project: Painting

Advanced research, concept development and art production in painting. Course requirements are contracted with the instructor.
May be repeated three times to fulfill B.F.A. requirements.
Credits: 4
Prerequisite: *Acceptance to the B.F.A. program and consent of instructor*

A 490 Sculpture: Spatial Relations

Part of a series of Advanced level Sculpture studio experiences. This term focuses on creating a spatial experience within the objects. Students are encouraged to explore beyond traditional art exhibition sites in order to understand how the artist defines, uses, occupies, and interpret the space when making a three-dimensional work of art or performance.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 491 Sculpture: Fabrication

Part of a series of Advanced level Sculpture studio experiences. This term focuses on finding or inventing new ways of working or fastening materials and objects toward developing a more sophisticated body of work through more specific investigation and research.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 492 Sculpture: Contemporary Issues

Part of a series of Advanced level Sculpture studio experiences, this term focuses on expanding on traditional sculptural practices students will embrace new techniques and media. Students are allowed to develop work that engages in the temporal, spatial, and contextual parameters of sculpture based upon research practice.
May be repeated for credit.
Credits: 4
Prerequisite: *A 116 or consent of instructor*

A 495 B.F.A. Thesis Project: Sculpture

Advanced research, concept development and art production in sculpture. Course requirements are contracted with the instructor.
May be repeated three times to fulfill B.F.A. requirements.
Credits: 4
Prerequisite: *Acceptance to the B.F.A. program and consent of instructor*

A 499 Special Individual Studies

Special individual studies are student-driven projects that fall outside the scope of normal coursework. Offered only by Individualized Course Form with a faculty member.
May be repeated for up to 12 credits.
Credits: 1-5
Prerequisite: *Consent of instructor*

A 603 Thesis or Field Study

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.
Credits: 6

A 604 Graduate Art History

Graduate level investigation in selected areas of art history.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 610 Graduate Seminar

Research exploration of specialized topics. Terms and hours to be arranged.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 611 Graduate Workshop

Studio exploration of specialized or interdisciplinary media topics in a group setting. Terms and hours to be arranged.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 615 Graduate Design: Two-Dimensional

Advanced study of design theory with studio practice in the two-dimensional art form.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 616 Graduate Design: Three-Dimensional

Course Descriptions

Advanced study of design theory with studio practice in the three-dimensional art form.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 620 Graduate Graphic Design

Graduate level study and studio work in typography and visual communications.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 630 Graduate Drawing

Advanced study and studio production of drawing as a visually expressive form.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 635 Graduate Life Drawing

Advanced study and studio production of figurative drawing as a visually expressive form.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 655 Graduate Ceramics

Graduate study in ceramic art. Individual projects in selected ceramic areas. Graduate research and paper related to projects.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 670 Graduate Printmaking

Advanced study and studio production of prints as a personally expressive visual form.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 676 Aesthetic Foundations of Visual Arts

A study and analysis of philosophic aspects of the visual arts.
Credits: 3

A 677 Contemporary Problems in Visual Art

A course designed to offer critical examination of art in society, creativity, brain research, the computer and other selected areas.
Credits: 3

A 680 Graduate Painting

Advanced study and studio production of painting.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 690 Graduate Sculpture

Advanced study of sculpture with studio work in three-dimensional art forms.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing and consent of instructor*

A 699 Special Individual Studies: Graduate

Terms and hours to be arranged.
May be repeated for credit.
Credits: 3
Prerequisite: *Admitted post-baccalaureate standing*

ANTH 199 Special Studies

May be repeated for up to 16 credits.
Credits: 4

ANTH 213 Language and Culture

Introduction to the anthropological study of language and communicative behavior. Examines basic concepts underlying linguistic analysis and reviews anthropological studies of conversational practice and social variation in language and speech. Part of introductory sequence (ANTH 213, ANTH 214, ANTH 215 and ANTH 216) which may be taken in any order.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ANTH 214 Physical Anthropology

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, ANTH 215 and ANTH 216) which may be taken in any order.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ANTH 215 Archaeology

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, ANTH 214, 215 and ANTH 216) which may be taken in any order.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ANTH 216 Cultural Anthropology

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, ANTH 214, ANTH 215 and ANTH 216) which may be taken in any order.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ANTH 310 World Prehistory

A survey of human cultural evolution worldwide over the past 4 million years up to the beginnings of written records. Examines archaeological evidence for the invention of language and art, the evolution of technology, the peopling of the New World, the invention of agriculture and the origins of cities.
Credits: 4

ANTH 311 Human Evolution

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.
Credits: 4
Prerequisite: *ANTH 214*

ANTH 313 North American Prehistory

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.
Credits: 4

ANTH 322 Forensic Anthropology

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. Meets for four hours per week following an integrated lecture-lab format with 40% of the scheduled class time dedicated to experiential lab-oriented exercies.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

ANTH 324 Anthropological Theory

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.
Credits: 4
Prerequisite: *ANTH 216*

ANTH 325 Ethnographic Methods

Prepares students to conduct anthropological research in both American and non-Western settings. Teaches students an array of anthropological research methods.
Credits: 4

ANTH 326 Ethnographic Writing

Examines how anthropologists organize their field data into ethnographic texts. Students read and critique a variety of anthropological works and genres.
Credits: 4
Prerequisite: *ANTH 216*

ANTH 328 Forensic Osteology

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.
Credits: 4

ANTH 329 Archaeological Resources: Policies and Procedures

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.
Credits: 4

ANTH 332 Latin America

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.
Credits: 4

ANTH 333 Forensic DNA Analysis

Introduction to DNA analysis methods, historically and in current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.
Credits: 4

ANTH 350 Research Methods in Archaeology

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.
Credits: 4

ANTH 352 Laboratory Methods in Archaeology

Techniques and their applications in the analysis of materials recovered from archaeological sites. Emphasis will vary according to ongoing research.
Credits: 4
Prerequisite: *ANTH 215 and consent of instructor*

ANTH 360 Museum Studies

Covers principles and practices of

museum work. Topics include the role of museums in the community, collections management, conservation of objects and artifacts, program development, exhibit development, marketing and fundraising.
Credits: 4

ANTH 369 Evolution of Ethnographic Film

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.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ANTH 370 Women Hold Up Half the Sky

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 372 Social Constructions of Race

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 374 Cultures of South Asia

Course introduces the societies and cultures of South Asia, forces shaping contemporary life, and core themes in the anthropological literature. Topics include caste and hierarchy, colonialism and postcolonial politics, religion, nationalism, violence and peace, international development and bureaucracy, and globalization. Introduction to Cultural Anthropology or Introduction to Linguistic Anthropology strongly recommended.
Credits: 4

ANTH 376 Cultures of South Asia

Samples the rich anthropological literature on the cultures of South Asia, with an emphasis on ethnographic works as well as fiction, film and other media. Students gain familiarity with a range of social contexts and issues along with the major concepts and debates in the anthropological study of the region.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 380 Africa

Survey of African societies that compares classic and contemporary anthropological texts. The goal is to come to an anthropological understanding of how political, economic, historical and cultural factors shape contemporary African societies.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 381 African Film & Society

Introduction to nations, cultures, social issues and artistic achievements of sub-Saharan Africa through the medium of feature film. Students watch, discuss and review a series of full length films made in Africa by Africans.
Credits: 4

ANTH 384 Modernization

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.
Credits: 4

ANTH 386 Anthropology of Muslim Societies

Introduction to the anthropology of Muslim societies through a series of ethnographic readings. Explores the diversity of Islamic thought and practice. Key themes include ritual and everyday life, gender and popular culture, and Islamic fundamentalism and modernity.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 388 Transnational Migration

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 390 Development and Humanitarianism

Course explores the history of international development aid, major critiques of development, and ethnographic accounts of development encounters. We also examine the politics of humanitarian aid, from the creation of crises to problematic applications of the idea of 'humanity.' Introduction to Cultural Anthropology or Introduction to Linguistic Anthropology strongly recommended.
Credits: 4

ANTH 392 Applied Anthropology

Course Descriptions

Applies insights from cultural anthropology to contemporary social issues. Explores diverse frameworks for approaching solutions to real-world problems and reviews ethical, methodological and career-track issues specific to applied anthropology.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 395 Medical Anthropology

Introduction to medical anthropology, analysis of health in the context of culture, social behavior, economic systems and human biology. Designed to expose nursing and health students to cross-cultural understanding of illness and health.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ANTH 396 Environmental Anthropology

Explores relationships between culture, society and the environment across the globe and through time using anthropological concepts and methods.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ANTH 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

ANTH 406 Special Individual Studies

Designed for individual or specialized research and study in a defined area of interest under the guidance of a designated faculty mentor.
May be repeated for up to 16 credits.
Credits: 4
Prerequisite: *Consent of instructor*

ANTH 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

ANTH 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-16

ANTH 409 Practicum

May be repeated for up to 16 credits.
Credits: 4-12

ANTH 410 Research Design

Students identify and design an internship or field experience that will be written up as the Senior Project. In consultation with an adviser, students independently read background materials while they write a theoretically grounded research proposal.
Credits: 4
Prerequisite: *Anthropology major and junior standing*

ANTH 411 Fieldwork

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.
Credits: 4-12

ANTH 412 Senior Thesis

Provides guidance in producing a written account of the anthropology major's field experience in ANTH 411.
Credits: 4

ANTH 413 Field Experience

Working closely with an adviser, the student plans either an internship equivalent to at least 20 hours per week during 10 weeks or a study abroad term of at least eight weeks. Internship must have an applied anthropology focus; study abroad must provide a cross-cultural experience. A mid-term progress report and an end-term final report are required.
Credits: 4
Prerequisite: *Anthropology major and junior standing*

ANTH 432 Human Rights

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.
Credits: 4

ANTH 441 Forensic Archaeology and Taphonomy

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.
Credits: 4
Prerequisite: *ANTH 322 and CJ 328*

ANTH 442 Readings in Forensic Anthropology

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.
Credits: 4

ANTH 443 Advanced Forensic Anthropology

Forensic anthropology is the

application of the techniques of biological anthropology to human skeletal remains of forensic significance. In this course we delve deeper into the methods used in forensic anthropology, and the biological, historical, and methodological theory behind their development. Students will gain practical hands-on experience working with human skeletal materials through analysis and present their findings. Topics may vary but include the history of forensic anthropology as a discipline, forensic search and recovery, taphonomy, and further estimation of age, sex, stature, and ancestry from skeletal remains.
Credits: 4
Prerequisite: *ANTH 322 or CJ 322*

ANTH 450 Field Methods in Archaeology

Basic archaeological survey and excavation skills will be developed through participation in field research at an archaeological site.
Credits: 12
Prerequisite: *ANTH 215 or consent of instructor*

ANTH 455 Evolution of the Human Diet

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.
Credits: 4

ANTH 461 Urban Anthropology

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life.
Credits: 4
Prerequisite: *ANTH 216 or consent of instructor*

ANTH 476 Religion and Ritual

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.
Credits: 4

ANTH 480 History and Theory of Archaeology

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.
Credits: 4

ANTH 482 Historical Archaeology

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.
Credits: 4

ANTH 494 Northwest Native Nations

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.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ANTH 496 Indian America

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.
Credits: 4

ANTH 561 Urban Anthropology

Understanding the origin and evolution of cities. The application of cross-cultural perspectives to the social organization of urban life.
Credits: 4
Prerequisite: *ANTH 216 or consent of instructor*

ANTH 576 Religion and Ritual

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.
Credits: 4

ANTH 580 History and Theory of Archaeology

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.
Credits: 4

ANTH 582 Historical Archaeology

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.
Credits: 4

ANTH 596 Indian America

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.
Credits: 4

ARE 414 Art & Design Education Seminar

Course Descriptions

Provides students in the Art & Design Education concentration with a structured forum for reflecting upon the classroom observation experiences required by the Pre-Education pathway. Provides strategies and training specific to practical considerations that K-12 art and design educators face. To be taken concurrently with required classroom teaching observation experiences.
May be repeated for up to 4 credits.
Credits: 2

ARE 433 Art Education

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.
Credits: 3
Prerequisite: *Junior standing. Students are encouraged to take any Art & Design studio course prior to ARE 433, but not required.*

ARE 434 Historical and Cultural Perspectives in the Visual Arts

Developing advanced level lessons in art built upon the lives and works of fine, applied and folk artists, with a multicultural perspective and interdisciplinary approach.
Credits: 3
Prerequisite: *Upper division or graduate standing*

ARE 490 Art in the Elementary School

Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators.
Credits: 3
Prerequisite: *Upper division or graduate standing*

ARE 534 Historical and Cultural Perspectives in the Visual Arts

Developing advanced level lessons in art built upon the lives and works of fine, applied and folk artists, with a multicultural perspective and interdisciplinary approach.
Credits: 3
Prerequisite: *Upper division or graduate standing*

ARE 590 Art in the Elementary School

Designed to provide additional art experiences in the philosophy, materials and techniques of the visual arts for teachers and administrators.
Credits: 3
Prerequisite: *Upper division or graduate standing*

ASL 101 American Sign Language I

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.
Credits: 3-4
General Education: *Foundational Skills: Communication and Language*

ASL 102 American Sign Language II

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.
Credits: 3-4
Prerequisite: *ASL 101 with a grade of C- or better*
General Education: *Foundational Skills: Communication and Language*

ASL 103 American Sign Language III

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.
Credits: 3-4
Prerequisite: *ASL 102 with a grade of C- or better*
General Education: *Foundational Skills: Communication and Language*

ASL 200 American Sign Language Lab I Seminar

ASL Lab I is a practice-based course designed to increase ASL contact hours through structured, live interaction. This course supports the development of expressive and receptive ASL skills by providing guided opportunities for conversation, storytelling, and skill-focused practice. Activities are responsive to the needs of the group and may vary by term. Instruction is conducted entirely in American Sign Language. This course is repeatable for credit and may be taken more than once as part of continued language development.
May be repeated for credit three times.
Credits: 2
Prerequisite: *Completed ASL 103 with C+ or better or with instructor permission*

ASL 201 American Sign Language IV

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.
Credits: 4
Prerequisite: *ASL 103 with a grade of C- or better*
General Education: *Foundational Skills: Communication and Language*

ASL 202 American Sign Language V

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.
Credits: 4
Prerequisite: *ASL 201 with a grade of C- or better*
General Education: *Foundational Skills: Communication and Language*

ASL 203 American Sign Language VI

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.
Credits: 4
Prerequisite: *ASL 202 with a grade of C- or better*
General Education: *Foundational Skills: Communication and Language*

ASL 205 Introduction to ASL Studies

Introduction to careers in ASL Studies. Students will gain a basic understanding of the variety of jobs available with ASL skills as well as the aptitudes and training required for them.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ASL 215 Visual/Gestural Communication

Focus on the study of gestures, mime and pantomime that accompany non-manual communication. Facial expressions, body movements and hand shapes that communicate meaning in ASL will be identified and examined.
Credits: 3
Prerequisite: *ASL 103 or consent of instructor*

ASL 300 American Sign Language Lab II Seminar

ASL Lab II is an advanced practice-based course focused on discourse-level ASL use and extended interaction. This course emphasizes real-world language use, sustained conversation, and increased fluency across a range of contexts. Activities are flexible and may be adjusted by the instructor based on student needs and language goals. Instruction is conducted entirely in American Sign Language. This course is repeatable for credit and may be taken more than once to support ongoing fluency and language confidence.
May be repeated for credit three times.
Credits: 2

ASL 301 American Sign Language VII

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.
Credits: 4
Prerequisite: *ASL 203 with a grade of B- or better or consent of instructor*

ASL 302 American Sign Language VIII

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.
Credits: 4
Prerequisite: *ASL 301 with a grade of B- or better or consent of instructor*

ASL 303 American Sign Language IX

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.
Credits: 4
Prerequisite: *ASL 302 with a grade of B- or better or consent of instructor*

ASL 310 ASL Fingerspelling

Develops increased fluency in expressive and receptive abilities in fingerspelling through in class practice and viewing of additional materials. Reinforces abilities to utilize ASL numbering systems for time, money, measurements, game scores and other amounts.
Credits: 3
Prerequisite: *ASL 203 or consent of instructor*

ASL 315 American Deaf Culture

Introduces major aspects of deaf culture: 1) history of Deaf people; 2) community and culture of deaf people; and 3) literature and folklore of deaf people.
Credits: 3

ASL 320 Deaf Women Studies

Introduces aspects of gender studies regarding deaf women. Topics are deaf women's impact on education, historical movements, ASL linguistics, employment and sports. Other social issues such as discrimination, domestic violence and multicultural issues will also be studied.
Credits: 3
Prerequisite: *ASL 203 or consent of instructor*

ASL 325 American Sign Language Literature

Introduces aspects of ASL literature, including poetry, narrative, theatre and drama. Original works will be studied, analyzed and compared.
Credits: 3
Prerequisite: *ASL 203 or consent of instructor*

ASL 330 Special Topics in American Sign Language

Introduction to specific topics and content areas in ASL discourse.

Course Descriptions

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.
Credits: 4
Prerequisite: *ASL 203 or consent of instructor*

ASL 340 Introduction to the Deaf Latino Community

Focuses on issues of Deaf and Hard of Hearing Latinos in the U.S. and discover ways the Latino Deaf community can empower itself to become active players that promote leadership, advocacy, and education in the American community.
May be repeated three times for credit.
Credits: 3
Prerequisite: *Consent of instructor*

ASL 353 Introduction to ASL Linguistics I

The course brings in-depth examination of the phonological and morphological systems of American Sign Language. Students will learn and discuss methods of classifying and describing phonemes, including the Stokoe System and the Movement-Hold Model. The morphological processes including derivation, inflection, compounding, and numeral incorporation will be introduced. Students will develop phonemic awareness and apply morphological analysis to ASL discourse and literature.
Credits: 4
Prerequisite: *LING 310, ASL 302 (may be taken concurrent with ASL 303)*

ASL 354 Introduction to ASL Linguistics II

This course provides comprehensive study of syntactic structure, semantic meaning, and sociolinguistic variation in American Sign Language. Students will examine word order, lexical categories, sentence types, clause structure, and the interaction between syntax and semantics. The course also explores sociolinguistic factors affecting language variation and change within Deaf communities, including regional variation, language contact, and discourse analysis strategies.
Credits: 4
Prerequisite: *ASL 353 with grade of C or better or permission of instructor*

ASL 406 Individual Studies

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 up to 16 credits.
Credits: 1-3
Prerequisite: *Consent of instructor*

ASL 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

ASL 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

ASL 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 9 credits.
Credits: 1-3
Prerequisite: *Consent of instructor*

ASL 413 American Sign Language Cherology/Phonology

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.
Credits: 3
Prerequisite: *ASL 303 and ASL 353 with a grade of C or better in both classes or consent of instructor*

ASL 414 American Sign Language Morphology

Focuses on the study of morphological analysis. Data from many languages will be analyzed, but primary focus will be ASL morphology.
Credits: 3
Prerequisite: *ASL 303 and ASL 353 with a grade of C or better in both classes or consent of instructor*

ASL 415 American Sign Language Syntax and Semantics

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.
Credits: 3
Prerequisite: *ASL 303 and ASL 353 with a grade of C or better in both classes or consent of instructor*

ASL 420 Sociolinguistics of Deaf Communities

Focuses on sociolinguistic factors affecting language variation and language change. Socio linguistic factors influencing communication and strategies for analyzing discourse will be studied.
Credits: 3
Prerequisite: *ASL 303, LING 310, and completed General Education writing requirement*

ASL 429 American Deaf History & Culture

Introduction to history of the social, cultural, political, educational and social service aspects of the deaf community. Students examine the norms and values of deaf culture, the linguistic, educational, social and professional influences on the deaf community and ways deaf and hearing people interact in American society.
Credits: 4

ASL 440 Mental Health in the Deaf Community

This course explores mental health through both self-understanding and

community context, with a focus on Deaf, DeafBlind, and Hard of Hearing experiences. The course begins with foundational concepts such as nervous system regulation and neurodiversity, then expands to examine mental health systems, access, privilege, and cultural considerations. Students will apply this knowledge to better understand mental health within the Deaf community. Learning emphasizes reflection, creativity, and real-world application rather than traditional textbook-based discussion boards.
Credits: 4

ASL 456 First and Second Language Acquisition

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.
Credits: 4
Prerequisite: *ASL 303 and ASL 354 with a B or better or consent of instructor*

ASL 460 Black American Sign Language

This course primarily examines language use within the Black Deaf community in America. This course focuses on the history of Black Deaf American Sign Language, language variation and structure and its influence on the Black Deaf experience. It will concentrate on the development of an unique group of people, and carefully analyze intersectionalized identity and language use that can result from being part of both the Deaf community and the Black community.
May be repeated three times for credit.
Credits: 3
Prerequisite: *ASL 353 or consent of instructor*

ASL 470 DeafBlind Culture, Communication & Guiding

Students will explore a variety of communication strategies that can contribute to their skill set as ASL/English interpreters and support service providers working with the deafblind community. Students will incorporate these strategies and personalize them depending on the individuals with whom they are working.
Credits: 3
Prerequisite: *ASL 301 with a grade of B or better, or consent of instructor*

BA 101Z Introduction to Business

Presents an integrated view of both established and entrepreneurial businesses by studying their common characteristics and processes in a global context. Introduces theory and develops basic skills in the areas of accounting, finance, management, and marketing, with an emphasis on social responsibility and ethical practices. Explores how businesses can create value for themselves and society by addressing environmental and social challenges.
Credits: 4

BA 169Z Data Analysis Using Microsoft Excel

Covers Microsoft Excel software skills necessary for evidence-based problem-solving, including workbook editing, formula creation, charting, and pivot tables. Emphasizes hands-on learning using Excel functions to perform data analysis to enhance decision-making.
Credits: 4

BA 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-6

BA 211Z Principles of Financial Accounting

Imparts an understanding of the purpose of accounting, common financial statement items, and the principles of internal controls. Focuses on recording the impact of economic events on account balances using U.S. Generally Accepted Accounting Principles, and the creation and analysis of financial statements to aid in external decision making.
Credits: 4

BA 213Z Principles of Managerial Accounting

Builds an understanding of the role of managerial accounting in a business, focusing on the development and use of information to evaluate production costs and operational performance in support of short- and long-term organizational decision-making.
Credits: 4
Prerequisite: BA 211Z

BA 217 Accounting for Non-Accountants

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.
Credits: 3

BA 220 Introduction to Financial Management

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.
Credits: 3

BA 226Z Introduction to Business Law

Provides a comprehensive overview of U.S. business law, including the legal system, contracts, torts, intellectual property, agency, employment, and business organization forms. Emphasizes practical legal knowledge and explores how laws impact business operations, with a focus on risk management, contract disputes, business formation, and compliance with government regulation. Introduces legal challenges in business through real cases and legal terminology.
Credits: 4

Course Descriptions

BA 229 Personal Finance

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.
Credits: 3

BA 240 Quantitative Business Methods

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.
Credits: 4
Prerequisite: *MTH 110 or MTH 111Z*

BA 243 Business Statistics

Probability, data description and analysis, sampling distribution, confidence intervals and hypothesis testing with emphasis on business applications.
Credits: 4
Prerequisite: *Second-year high school algebra or equivalent or satisfy score on the placement exam*

BA 284 Introduction to International Business

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.
Credits: 3

BA 305 Business Analysis & Report Writing

Instruction will concentrate on various forms of written communication, with special emphasis on small business analysis.
Credits: 3

BA 310 Principles of Marketing

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.
Credits: 4
Prerequisite: *Sophomore standing*

BA 311 Personal Selling

Application of personal selling theories with a focus on basic steps in the selling process: prospecting, qualifying, presentation, objections, closing and follow-up.
Credits: 4
Prerequisite: *BA 310 and junior standing*

BA 315 Financial Management

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.
Credits: 4
Prerequisite: *BA 211Z or consent of instructor and sophomore standing*

BA 316 Advanced Financial Management

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.
Credits: 4
Prerequisite: *BA 315 and sophomore standing*

BA 317 Intermediate Accounting I

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.
Credits: 4
Prerequisite: *BA 213Z or consent of instructor and sophomore standing*

BA 318 Intermediate Accounting II

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.
Credits: 4
Prerequisite: *BA 317 or consent of instructor and sophomore standing*

BA 319 Intermediate Accounting III

Study of revenue recognition, accounting changes, error analysis, taxes, pensions, leases, statement of cash flows and full disclosure.
Credits: 4
Prerequisite: *BA 318 or consent of instructor and sophomore standing*

BA 325 Portfolio Management

Develops an understanding of key ingredients in portfolio selection. Examines alternative investments and how to combine them into an efficient portfolio.
Credits: 4
Prerequisite: *BA 315 and sophomore standing*

BA 340 Business Forecasting

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.
Credits: 4

BA 345 Digital Marketing

Analyzes the use of digital communication and information applied to the Marketing mix. Examines how digital channels are utilized in Marketing activities, and how

digital technology can be utilized and its outcomes quantified through online metrics, search engine optimization, and GIS to achieve Marketing Mix objectives.
Credits: 4
Prerequisite: *Junior standing*

BA 361 Organizational Behavior

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.
Credits: 4
Prerequisite: *Sophomore standing*

BA 362 Business Ethics

Focuses on recognizing, analyzing and resolving ethical issues in business. Topics include privacy in the workplace, product safety, corporate social responsibility and international ethics.
Credits: 4
Prerequisite: *Sophomore standing*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

BA 367 Regression Analysis

A second course in statistics. Coursework includes hypothesis testing, simple regression, multiple regression and the study of the validity of the assumptions used in regression models.
Credits: 4
Prerequisite: *BA 243 or* STAT 243Z

BA 368 Introduction to Operations Research

Study of quantitative techniques for decision support. Topics include linear programming, integer programming, project management and dynamic programming.
Credits: 4
Prerequisite: *BA 240 or MTH 241 and sophomore standing*

BA 370 Business and Society

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.
Credits: 4
Prerequisite: *Junior standing*

BA 390 Management

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.
Credits: 4

BA 391 Human Resource Management

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.
Credits: 4
Prerequisite: *GERO 320 or BA 361 and BA 362 (or BA 370 or BA 390) and junior standing*

BA 392 Management of Diversity

Focuses on managing diversity within organizations by addressing topics such as development and management of multicultural work teams, cross-cultural communication and performance evaluation.
Credits: 4
Prerequisite: *BA 361*

BA 398 Personal Investment Analysis

Provides student with an exposure to budgeting, investing, taxes and tax planning, estate planning, financial leverage and stocks and bonds.
Credits: 3
Prerequisite: *BA 315*

BA 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *Sophomore standing*

BA 406 Special Individual Studies

Terms and hours to be arranged. A specialized or individualized course of study within the business area, developed in consultation with the instructor.
May be repeated for up to 12 credits.
Credits: 1-12

BA 407 Seminar

Terms and hours to be arranged. Special seminar topic offerings in business.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *Junior standing*

BA 409 Internship/Practicum

Practical application of business theory and/or collection of data for theoretical interpretation.
May be repeated for up to 12 credits.
Credits: 1-12

BA 410 Marketing Research

Includes the definition of marketing research, the process of marketing research, classifications of marketing research and the stages in the research process.
Credits: 4
Prerequisite: *BA 310 and BA 243; or STAT 243Z and sophomore standing*

BA 411 Marketing Strategy

Students learn the process of creating

strategic marketing plans using: 1. A situational analysis based on research of a company's external and internal environments and 2. Tactical decisions regarding product strategies, pricing, distribution channels and communications for a product, idea, goods or service.
Credits: 4
Prerequisite: *BA 213Z and BA 310 and sophomore standing*

BA 412 New Product Development

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.
Credits: 4
Prerequisite: *BA 310*

BA 414 Sports Marketing

Course addressing marketing efforts and strategy in the context of industries utilizing sport in their product and service offerings.
Credits: 4
Prerequisite: *BA 310*

BA 415 Integrated Marketing Communications

Analyzes the multiple communication and promotion options available to managers (e.g., advertising, digital media, public relations, personal selling), and how these options are used, managed, and integrated when communicating with consumers and industrial buyers. The strategic development, implementation, and integration of messages to enhance the Marketing mix is emphasized.
Credits: 4
Prerequisite: *BA 310 and sophomore standing*

BA 416 Government Regulation

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.
Credits: 4
Prerequisite: *EC 201Z and EC 202Z*

BA 420 Securities Analysis

Develops theory and requisite tools of securities analysis using computer modeling and portfolio applications.
Credits: 4
Prerequisite: *BA 325 and sophomore standing*

BA 421 Cost Accounting

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.
Credits: 4
Prerequisite: *BA 213Z and sophomore standing*

BA 424 Capital Budgeting

Suggests a logical framework for analysis of how much a firm should invest in plant and equipment, how the funds invested should be allocated.
Credits: 4
Prerequisite: *BA 315*

BA 427 Small Business Finance

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.
Credits: 4
Prerequisite: *BA 315*

BA 430 Business Taxation

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.
Credits: 3

BA 431 Federal Income Tax I

Study of individual income tax, gains and losses, dividends, business and personal deductions and tax computations.
Credits: 4
Prerequisite: *BA 213Z or consent of instructor and sophomore standing*

BA 432 Federal Income Tax II

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.
Credits: 4
Prerequisite: *BA 431 or consent of instructor and sophomore standing*

BA 435 Consumer Behavior

Examines behavior involved in the search, acquisition, and consumption/utilization of products and services. The implications of behavioral concepts (e.g., personality, motivation, perception, cultural influences, decision-making process, satisfaction, learning, persuasion, etc.) for strategic and tactical Marketing activities are analyzed and discussed.
Credits: 4
Prerequisite: *BA 310*

BA 438 Real Estate Investment

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.
Credits: 4
Prerequisite: *BA 315 and sophomore standing*

BA 441 Advanced Accounting

Course Descriptions

Study of business combinations and consolidated financial statements and introduction to fund accounting.
Credits: 4
Prerequisite: *BA 319 and sophomore standing*

BA 445 Forensic Accounting

Forensic Accounting introduces the basic concepts for the use of accounting theories, principles and analyses in legal action. The course will focus on the relationship and application of financial facts to business problems. Students will learn to analyze and interpret the effect of application of financial facts as they pertain to legal situations, as well as explain the function and importance of the prevention, detection and investigation of fraud. Students will learn appropriate quantitative methods to interpret and analyze financial information for legal action.
Credits: 4
Prerequisite: *BA 317*

BA 450 State & Local Government Accounting

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.
Credits: 4
Prerequisite: *BA 317 or consent of instructor*

BA 451 Auditing

Role of auditor, ethics, legal liability of CPA profession; internal controls, analysis of clients' accounting system; evidence statistics sampling techniques; audit work papers.
Credits: 4
Prerequisite: *BA 318 or consent of instructor and sophomore standing*

BA 474 Business Leadership

Examines the art and science of leadership with a focus on the business environment. Topics include leadership qualities and skills, the importance of vision, leading people through change, leadership and values, organizational climate, the leader as teacher and effective delegation. Course will include a leadership analysis of key leaders in the business world.
Credits: 4
Prerequisite: *Junior standing*

BA 476 Topics in Management

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 for credit, if content is different.
Credits: 4
Prerequisite: *BA 361 and sophomore standing*

BA 477 Topics in Marketing

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 credit, if content is different.
Credits: 4
Prerequisite: *BA 310*

BA 478 Topics in Finance

Student will investigate topics of special interest such as long-term stock market expectations, risk on the equity markets and advanced concepts in financial management.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *BA 315*

BA 484 International Management

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.
Credits: 4
Prerequisite: *BA 361*

BA 485 International Finance

A study of international finance and investing. Emphasis will be on currency, working capital management, sources of funds and investigation of investment products.
Credits: 4
Prerequisite: *BA 315 and sophomore standing*

BA 486 International Marketing

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.
Credits: 4
Prerequisite: *BA 213Z and BA 310*

BA 487 International Law

A study of law as it applies to businesses participating in international business operations.
Credits: 4
Prerequisite: *BA 226Z and sophomore standing*

BA 490 Operations Management

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.
Credits: 4
Prerequisite: *BA 243 or STAT 243Z and sophomore standing*

BA 491 Strategic Management

Capstone course that explores how firms can build competitive advantage. Focus is the strategic planning process, including analyzing the external environment, assessing

internal strengths and weaknesses, establishing objectives and strategies and implementing strategic plans.
Credits: 4
Prerequisite: *BA 310, BA 315, BA 361, BA 362 (or BA 370 or BA 390) and senior standing*

BA 492 Total Quality Management

Focuses on using quality practices within organizations by addressing topics such as team development, statistical process control, problem-solving and organizational design.
Credits: 4
Prerequisite: *BA 361 and sophomore standing*

BA 495 Organization Design

Analysis of the structure and behavior of the organization as a whole. Examines the design of different types of organizations, including bureaucracy and nontraditional forms, in both public and private sector. Topics include departmentalizing and coordination, effect of environment and technology on structure and organizational growth, change and decline.
Credits: 3
Prerequisite: *BA 361 and sophomore standing*

BA 606 Special Individual Studies

Terms and hours to be arranged. A specialized or individualized course of graduate study to be arranged in consultation with a Business or Economics instructor.
Credits: 1-8

BA 610 Marketing Analysis and Strategy

Overview of situational elements affecting an organization's marketing planning process and the tools and techniques available for implementing a marketing plan.
Credits: 4

BA 615 General Linear Models

Regression analysis, emphasizing application and interpretation of results, validity of the assumptions, model selections.
Credits: 4

BA 620 Organization Budgetary Process

Capital and cash budgeting, specific skills for gathering, analyzing and presenting budgetary information.
Credits: 4

BA 625 New Product Development

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.
Credits: 4

BA 630 Report Writing and Economic Analysis

Steps to form a precise hypothesis, collect and analyze economic data to test the hypothesis and present the results.
Credits: 4

BA 635 Professional Project

Independent enrollment course permits students to complete a professional project of their choosing, approved by their adviser.
Credits: 1-8

BA 640 Organization Leadership

Examines leadership in theory and practice. Topics include motivation, leadership style, individual and group decision-making, business ethics and strategic management.
Credits: 4

BA 645 Operations Management

Investigates managerial processes pertinent to internal operations of enterprises. Topics include competitiveness, strategies and productivity, locations and capacity decisions, forecasting, aggregate planning, inventory management, material requirement planning, management of quality and quality control, management of waiting lines and lean operations.
Credits: 4

BA 650 Accounting/Finance and Information Systems

Accounting and finance topics relevant to managerial decisions and information systems use and design. Topics include the basic managerial functions required of an accounting/financial system and the design process including requirements analysis, design and testing, data conversion and support functions.
Credits: 4

BA 675 Topics in Business

Topics vary and focus on requisite skills for academia and the workplace, particularly for management and information systems. Topics may include quantitative analysis, scientific method, research and reporting, writing for the professions, collaborative efforts, leadership skills and others.
May be repeated for up to 8 credits.
Credits: 1

BA 676 Topics in Management and Information Systems

Focus on topics related to management and information systems, including financial, operations, project and strategic management.
May be repeated for credit, if content is different.
Credits: 4

Course Descriptions

BI 101 General Biology: The Diversity of Life

Students will practice scientific skills by describing living things, investigating how living things interact and analyzing the environmental interactions that shape life's diversity. Three hours of lecture (or equivalent) and two hours of laboratory each week as part of a larger inquiry-based exploration of the patterns and processes that influence the diversity of life on Earth.
Credits: 4
Corequisite: *BI 101L*
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 101L Lab: General Biology

To be taken concurrently with BI 101.
Credits: 0
Corequisite: *BI 101*

BI 102 General Biology: The Foundations of Life

Students will practice scientific skills by describing the structure of cells, investigating how cells process energy and analyzing the patterns of cellular information flow that shape genetic inheritance.
Three hours of classroom time (or equivalent) and two hours of laboratory each week as part of a larger inquiry-based exploration of the structure and function of the basic cellular units of life.
Credits: 4
Corequisite: *BI 102L*
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 102L Lab: General Biology

To be taken concurrently with BI 102.
Credits: 0
Corequisite: *BI 102*

BI 103 General Biology: Systems of Life

An exploration of the structure and function of living things. Students in this laboratory science course will practice scientific skills by examining the structure and function of different kinds of cells and exploring the diversity of ways in which cells, tissues and organs are organized to help maintain life.
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.
Credits: 4
Corequisite: *BI 103L*

BI 103L Lab: General Biology

To be taken concurrently with BI 103.
Credits: 0
Corequisite: *BI 103*

BI 131 Field Ecology

This course engages students in facilitated inquiry to explore local environments in and adjacent to the WOU campus by developing and carrying out small-scale field studies to ask questions they have developed themselves. Students will be guided to learn about quantitative and qualitative field methodology and the ecological concepts that are needed to make sense of the patterns and evidence that they are exploring.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 134 Introductory Human Anatomy and Physiology

An introductory study of the anatomy and physiology of the human body. This Scientific Perspectives course will provide students opportunities to explore scientific skills through observation and the use of the scientific method in inquiry-based, student-centered classroom and laboratory activities. This course will focus on basic chemistry, cells, tissues, and the integumentary, skeletal, muscular, and nervous systems of the human body.
Three hours of classroom meetings (or equivalent) and two hours of laboratory per week.
Credits: 4
Corequisite: *BI 134L*
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 134L Lab: Introductory Human Anatomy and Physiology

To be taken concurrently with BI 134.
Credits: 0
Corequisite: *BI 134*

BI 135 Introductory Human Anatomy and Physiology

An introductory study of the anatomy and physiology of the human body. This Scientific Perspectives course will provide students opportunities to explore scientific skills through observation and the use of the scientific method in inquiry-based, student-centered classroom and laboratory activities. This course will focus on the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems of the human body. Three hours of classroom meetings (or equivalent) and two hours of laboratory per week.
Three hours of classroom meetings (or equivalent) and two hours of laboratory per week.
Credits: 4
Prerequisite: *BI 134*
Corequisite: *BI 135L*
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 135L Lab: Introductory Human Anatomy and Physiology

To be taken concurrently with BI 135.
Credits: 0
Corequisite: *BI 135*

BI 143 Marine Biology

This course engages students in exploration of aquatic biomes, with an emphasis on representative biodiversity in ecosystems typical of the Pacific Northwest. Laboratory and field investigations provide an introduction to scientific practice skills and the synthesis of knowledge through an electronic portfolio supports

the development of conceptual understanding of the aquatic systems that cover over ¾ of the planet.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 221L Lab: Principles of Biology: Cells

To be taken concurrently with BI 221Z. Three hours of classroom meetings and three hours of laboratory per week.
Credits: 0
Corequisite: BI 221Z
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 221Z Principles of Biology: Cells

Explores fundamental biological concepts and theories about the cellular and molecular basis of life including cell structure and function, metabolism, genetic basis of inheritance and how information flows from DNA to proteins, with a focus on the iterative process of science. Intended for science majors.
Three hours of classroom meetings and three hours of laboratory per week.
Credits: 5
Prerequisite: *BI 102 or CH 112Z or MTH 095 or MTH 101 or STAT 243Z or placement into MTH 111Z or higher.*
Corequisite: BI 221L
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 222L Lab: Principles of Biology: Organisms

To be taken concurrently with BI 222Z. Three hours of classroom meetings and three hours of laboratory per week.
Credits: 0
Corequisite: BI 222Z

BI 222Z Principles of Biology: Organisms

Explores fundamental biological concepts and theories about the structure and function of diverse organisms (including plants and animals), evolution and development, transformation of energy and matter, and body systems at a multicellular organismal level. Intended for science majors.
Three hours of classroom meetings and three hours of laboratory per week.
Credits: 5
Prerequisite: *Passing grade in BI 221Z*
Corequisite: BI 222L
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 223L Lab: Principles of Biology: Ecology and Evolution

To be taken concurrently with BI 223Z. Three hours of classroom meetings and three hours of laboratory per week.
Credits: 0
Corequisite: BI 223Z

BI 223Z Principles of Biology: Ecology and Evolution

Explores the unity and diversity of life through evolutionary mechanisms and relationships, and adaptation to the environment. Examines population, community, and ecosystem ecology. Intended for science majors.
Three hours of classroom meetings and three hours of laboratory per week.
Credits: 5
Prerequisite: *Passing grade in BI 221Z*
Corequisite: BI 223L
General Education: *Exploring Knowledge: Scientific Perspectives*

BI 224 Health and Human Evolution

Evolutionary medicine integrates evolutionary biology, anthropology and medicine to improve our understanding of human health, disease, and disease prevention. This course will introduce students to fundamental concepts of evolutionary medicine and students will practice applying these concepts to modern human health concerns like diet, physical activity, mental health, contagious disease, and genetic impacts on health. Students will participate in weekly discussions and in-class activities, reflect on the course material through writing, and complete a public outreach-oriented research project on a topic of their choice within evolutionary medicine. In-class activities will provide opportunities for students to practice applying theory from evolutionary biology to questions related to human health and wellness and to assess the efficacy and feasibility of evolutionary medicine-based practices in their own lives.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

BI 231L Lab: Human Anatomy and Physiology I

To be taken concurrently with BI 231Z.
Credits: 0
Prerequisite: BI 102 or BI 221Z with a grade of C- or better
Corequisite: BI 231Z

BI 231Z Human Anatomy and Physiology I

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the integumentary, skeletal and muscular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers neurophysiology and excitable membranes. Includes foundational aspects such as anatomical terminology and homeostasis. This course includes a laboratory component.
Three hours of lecture and three hours of laboratory per week.
Credits: 4
Prerequisite: *BI 102 or BI 221Z with a grade of C- or better*
Corequisite: BI 231L

BI 232L Lab: Human Anatomy and Physiology II

To be taken concurrently with BI 232Z.
Credits: 0
Corequisite: BI 232Z

BI 232Z Human Anatomy and Physiology II

Course Descriptions

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the central and peripheral nervous, endocrine, and cardiovascular systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers special senses and the autonomic nervous system. This course includes a laboratory component.
Three hours of lecture and three hours of laboratory per week.
Credits: 4
Prerequisite: BI 231Z
Corequisite: BI 232L

BI 233L Lab: Human Anatomy and Physiology III

To be taken concurrently with BI 233Z.
Credits: 0
Corequisite: BI 233Z

BI 233Z Human Anatomy and Physiology III

Examines the structure and function of the human body through a body systems approach. Explores anatomy and physiology of the respiratory, digestive, immune, lymphatic, urinary, and reproductive systems at the relevant levels of biological organization (chemical, cellular, tissue, organ, and organ system). Covers acid-base balance and human development. This course includes a laboratory component.
Three hours of lecture and three hours of laboratory per week.
Credits: 4
Prerequisite: BI 232Z
Corequisite: BI 233L

BI 237 Introductory Microbiology

Provides an introduction to the biology of microorganisms with an emphasis on infectious human diseases, immunology, and the control of disease through antimicrobial strategies and vaccination. Designed for pre-nursing and pre-dental hygiene students. Laboratory emphasizes skills with microscopes, identification testing, and aseptic technique.
Three hours of lecture and one two-hour lab per week.
Does not apply toward a biology major/minor.
Credits: 4
Prerequisite: *BI 102, BI 234 , BI 235 all with a grade of C or better and MTH 101, MTH 105Z, MTH 110 or MTH 111Z with grade of C or better*
Corequisite: *BI 237L*

BI 237L Lab: Introductory Microbiology

To be taken concurrently with BI 237.
Credits: 0
Corequisite: *BI 237*

BI 302 Evolution and Infectious Disease

This course explores how evolution has enabled and impacted infectious diseases and their causative microbial agents, emphasizing outbreaks over the last 100 years. Study the basic biology of bacteria and viruses, the genetic and selective processes that drive microbial evolution, and the impact of historic and ongoing technological advances in prevention, treatment, diagnostics, and detection.
Four hours of lecture and active learning per week. Recommended: Students should have completed a year of general high school biology and be comfortable applying basic knowledge about cells, molecules (DNA, RNA, proteins), and genetics. Not applicable to Biology Major or Biology Minor. May be applied to Human Biology Minor.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

BI 303 Human Heredity

Examination of what we know about human inheritance and how our DNA informs who we are. Introduction to DNA and models of inheritance; discussion and interactive classwork on DNA and ancestry, what our DNA does for us, and current topics on DNA editing and potential outcomes for humans.
Four hours of class (or equivalent) per week.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

BI 314 Introductory Genetics

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.
Credits: 4
Prerequisite: *BI 221Z, and MTH 111Z (or equivalent) or higher or placement into MTH 111Z or higher or MTH 111Z taken concurrently*
Corequisite: BI 314R

BI 314R Recitation: Introductory Genetics

To be taken concurrently with BI 314.
Three hours of lecture plus one hour discussion section per week.
Credits: 0
Corequisite: BI 314

BI 315 Cell Biology

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 laboratory each week.
Credits: 4
Prerequisite: BI 314
Corequisite: *BI 315L*

BI 315L Lab: Cell Biology

To be taken concurrently with BI 315.
Credits: 0
Corequisite: *BI 315*

BI 316 Evolution

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.

Course Descriptions

Three hours lecture plus one hour discussion session.
Credits: 4
Prerequisite: *BI 223Z and BI 314 or consent of instructor*
Corequisite: BI 316R

BI 316R Recitation: Evolution

To be taken concurrently with BI 316. Three hours lecture plus one hour discussion session.
Credits: 0
Corequisite: BI 316

BI 317 Vertebrate Natural History

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 four-hour laboratory
Credits: 5
Prerequisite: *BI 101 or BI 223Z or consent of instructor*
Corequisite: *BI 317L*

BI 317L Lab: Vertebrate Natural History

To be taken concurrently with BI 317.
Credits: 0
Corequisite: *BI 317*

BI 321 Systematic Field Botany

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.
Credits: 4
Prerequisite: *BI 101 or BI 223Z recommended*
Corequisite: *BI 321L*

BI 321L Lab: Systematic Field Botany

To be taken concurrently with BI 321.
Credits: 0
Corequisite: *BI 321*

BI 324 Comparative Vertebrate Anatomy

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.
Credits: 5
Prerequisite: *BI 221Z, BI 222Z,and BI 223Z or consent of instructor*
Corequisite: *BI 324L*

BI 324L Lab: Comparative Vertebrate Anatomy

To be taken concurrently with BI 324.
Credits: 0
Corequisite: *BI 324*

BI 330 Plant Physiology

An examination of physiological processes in plants at the cellular to organismal levels, including photosynthesis, metabolism, vascular transport, water relations, stress physiology, growth and development, and mechanisms involved in homeostasis and regulation. Laboratory includes the design, implementation, and analysis of a plant stress physiology experiment. This course includes both scheduled laboratory hours and required independent work in the laboratory outside of scheduled class times.
Three hours lecture and one four-hour laboratory.
Credits: 5
Prerequisite: *BI 221Z, BI 222Z and CH 223Z or consent of instructor*
Recommended: BI 315
Corequisite: *BI 330L*

BI 330L Lab: Plant Physiology

To be taken concurrently with BI 330.
Credits: 0
Corequisite: *BI 330*

BI 331 General Microbiology

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.
Two lecture hours and two 2-hour labs per week.
Credits: 4
Prerequisite: BI 221Z, BI 222Z, BI 223Z,CH 221Z/CH 227Z, CH 222Z/CH 228Z, and CH 223Z/CH 229Z.
Corequisite: *BI 331L*

BI 331L Lab: General Microbiology

To be taken concurrently with BI 331.
Credits: 0
Corequisite: *BI 331*

BI 334 Advanced Human Anatomy and Physiology

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.
Credits: 4
Prerequisite: *BI 222Z or consent of instructor*
Corequisite: *BI 334L*

BI 334L Lab: Advanced Human Anatomy and Physiology

To be taken concurrently with BI 334.
Credits: 0
Corequisite: *BI 334*

BI 335 Advanced Human Anatomy and Physiology

Course Descriptions

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.
Credits: 4
Prerequisite: *Passing grade in BI 334*
Corequisite: *BI 335L*

BI 335L Lab: Advanced Human Anatomy and Physiology

To be taken concurrently with BI 335.
Credits: 0
Corequisite: *BI 335*

BI 336 Advanced Human Anatomy and Physiology

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.
Credits: 4
Prerequisite: *Passing grade in BI 335*
Corequisite: *BI 336L*

BI 336L Lab: Advanced Human Anatomy and Physiology

To be taken concurrently with BI 336.
Credits: 0
Corequisite: *BI 336*

BI 340 Plant Nutrition

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.
Credits: 4
Prerequisite: *BI 222Z or CH 223Z*
Corequisite: *BI 340L*

BI 340L Lab: Plant Nutrition

To be taken concurrently with BI 340.
Credits: 0
Corequisite: *BI 340*

BI 343 Analysis of Biological Data

A practical examination of the concepts, reasoning, and techniques used in experimental design and the statistical analysis of biological data. Topics include designing experiments; collecting and organizing data; understanding, summarizing and presenting data; data distributions and an introduction to probability; modern statistical techniques used to analyze different types of biological data; and statistical and biological inference.
Three lecture hours and one 3-hour lab per week.
Credits: 4
Prerequisite: *MTH 111Z, MTH 112Z, or STAT 243Z*
Corequisite: *BI 343L*

BI 343L Lab: Analysis of Biological Data

To be taken concurrently with BI 343.
Credits: 0
Corequisite: *BI 343*

BI 357 General Ecology

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.
Credits: 4
Prerequisite: *BI 221Z, BI 222Z, BI 223Z, MTH 111Z and completed General Education writing requirement*
Corequisite: *BI 357L*

BI 357L Lab: General Ecology

To be taken concurrently with BI 357.
Credits: 0
Corequisite: *BI 357*

BI 360 Animal Behavior

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.
Credits: 4
Prerequisite: *BI 101 or BI 223Z or consent of instructor*
Corequisite: *BI 360L*

BI 360L Lab: Animal Behavior

To be taken concurrently with BI 360.
Credits: 0
Corequisite: *BI 360*

BI 361 Marine Ecology

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.
Credits: 5
Prerequisite: *BI 222Z, and BI 223Z or consent of instructor*
Corequisite: *BI 361L*

BI 361L Lab: Marine Ecology

To be taken concurrently with BI 361.
Credits: 0
Corequisite: *BI 361*

Course Descriptions

BI 370 Humans and the Environment

The study of how humans interact with their environment and the effect of the environment on human society. Topics include climate change, biodiversity, human population growth, environmental health, pollution, toxicology, agriculture, and forest management. Emphasis placed on ecological principles, scientific inquiry, and developing awareness of individual impact and agency in the context of environmental challenges. Three hours lecture and one three-hour laboratory including field trips. Does not apply toward biology major.
Credits: 4
Prerequisite: *BI 101 or BI 102 or BI 221Z or ES 106 or consent of instructor; MTH 101, MTH 105Z, MTH 110, or MTH 111Z with a grade of C or better highly recommended*
Corequisite: *BI 370L*

BI 370L Lab: Humans and the Environment

To be taken concurrently with BI 370.
Credits: 0
Corequisite: *BI 370*

BI 371 Structure of Seed Plants

The morphology, anatomy and reproduction of seed plants from an evolutionary perspective.
Two lectures and two three-hour laboratory periods.
Credits: 4
Prerequisite: *BI 222Z or consent of instructor*
Corequisite: *BI 371L*

BI 371L Lab: Structure of Seed Plants

To be taken concurrently with BI 371.
Credits: 0
Corequisite: *BI 371*

BI 406 Individual Study

Academic study of a specialized topic arranged with a supervising faculty member. Independent study may involve a library research project, an experimental research project or an in-depth analysis of a specific topic. Terms and hours to be arranged with instructor approval.
May be repeated for up to 16 credits.
Credits: 1-15
Prerequisite: *Consent of instructor*

BI 407 Seminar

Discussion-based course focused on selected topics in biology arranged with a supervising faculty member. Emphasizes critical reading, analysis and synthesis of ideas from scientific papers and other resources. Terms and hours to be arranged with instructor approval.
May be repeated for up to 16 credits.
Credits: 1-15
Prerequisite: *Consent of instructor*

BI 408 Workshop

Hands-on course focused on learning selected skills, concepts, or competencies, arranged with a supervising faculty member. May also include lectures or discussions. Terms and hours to be arranged with instructor approval.
May be repeated for up to 16 credits.
Credits: 1-15
Prerequisite: *Consent of instructor*

BI 409 Practicum

An experiential course that involves the observation and documentation of how professionals work in their field of practice. The course may include the opportunity to participate in tasks under supervision. Terms and hours to be arranged with instructor approval.
May be repeated for up to 16 credits.
Credits: 1-9
Prerequisite: *Consent of instructor*

BI 419 Biology Teaching Practicum

This is a 2-credit course focusing on current research and issues in scientific teaching designed to improve communication and teaching skills of future science professionals. The course will provide students with perspectives on science education in U.S. and worldwide and research-based tools for improving their own teaching and communication skills. Practicum students will engage in a teaching experience and be supported by peers and professors in a weekly seminar to explore research-based tools for improving teaching and communication skills.
May be repeated once for credit.
Credits: 2
Prerequisite: *Consent of instructor and one of the following: BI 101, BI 102, BI 103, BI 134, BI 135, BI 221Z, BI 222Z, BI 223Z, BI 234 , BI 235 , or BI 236*

BI 424 Human Dissection

A study of gross anatomy of the human body through the dissection of a cadaver.
Credits: 2
Prerequisite: *BI 334 with a grade of C or better or consent of instructor*

BI 425 Ornithology

Investigates the evolution, anatomy, physiology, ecology, diversity, behavior, and conservation of birds. Emphasizes the ecology and evolutionary relationships of birds. Laboratory will emphasize field methods and approaches to studying birds, along with observations of living and preserved specimens in both the laboratory and in the field.
Three hours of lecture (or equivalent) and four hours of laboratory per week.
Credits: 5
Prerequisite: *BI 221Z, BI 222Z and BI 223Z, or BI 317, or consent of instructor.*
Corequisite: *BI 425L*

BI 425L Lab: Ornithology

To be taken concurrently with BI 425.
Credits: 0
Corequisite: *BI 425*

BI 426 Genes and Development

Development of model organisms will be examined with an emphasis on cell interactions, gene function, signaling pathways, and molecular techniques necessary to answer basic questions in current development biology.
Three hours of lecture and one three-

hour laboratory per week.
Credits: 4
Prerequisite: *BI 314,* and CH 221Z or CH 222Z or CH 223Z (or equivalent General Chemistry course)
Corequisite: *BI 426L*

BI 426L Lab: Genes and Development

To be taken concurrently with BI 426.
Credits: 0
Corequisite: *BI 426*

BI 432 Immunology

A course on immune mechanisms, including the nature of antigens, antibodies and their interactions, the anatomy, cell biology, genetics, regulation, diseases of mammalian immune system and the use of antibodies as tools in the clinical and research laboratory. Three lectures and one three-hour laboratory.
Credits: 4
Three lectures and one three-hour laboratory.
Credits: 4
Prerequisite: *BI 314, BI 315 and CH 222Z or consent of instructor*
Corequisite: *BI 432L*

BI 432L Lab: Immunology

To be taken concurrently with BI 432.
Credits: 0
Corequisite: *BI 432*

BI 434 Comparative Animal Physiology

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.
Credits: 4
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*
Corequisite: *BI 434L*

BI 434L Lab: Comparative Animal Physiology

To be taken concurrently with BI 434.
Credits: 0
Corequisite: *BI 434*

BI 437 Neurobiology

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, simulations, and discussions of outside readings. Four hours of class meetings per week.
Credits: 4
Prerequisite: BI 221Z

BI 451 Invertebrate Zoology

A systematic study of invertebrates, with a comparative approach to exploring the diversity of anatomy, physiology, behavior, and life history strategies of animals. Emphasizes the relatedness of structure and function, as well as the evolutionary relationships between major taxa. Observation of living invertebrates collected from various habitats is emphasized in the lab.
Three one-hour lectures and one four-hour laboratory period.
Credits: 5
Prerequisite: *BI 222Z or consent of instructor*
Corequisite: *BI 451L*

BI 451L Lab: Invertebrate Zoology

To be taken concurrently with BI 451.
Credits: 0
Corequisite: *BI 451*

BI 453 Marine Vertebrates

Investigates the anatomy, physiology, behavior and ecology of marine vertebrates, focusing on challenges unique to the marine environment. Students will compare marine fish, reptiles, birds and mammals in exploration of different topics. Current issues such as overfishing and effects of marine pollutants will be included. Four lecture hours.
Credits: 4
Prerequisite: *BI 221Z, BI 222Z and BI 223Z or consent of instructor*

BI 454 Plant Ecology

Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of plants and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Emphasis will be placed on learning to effectively communicate ecological concepts in writing to a non-scientific audience. Three hours of lecture and one four-hour laboratory, which may include trips to field sites.
Credits: 5
Prerequisite: *BI 221Z, BI 222Z, BI 223Z, MTH 111Z and completed General Education writing requirement*
Corequisite: *BI 454L*

BI 454L Lab: Plant Ecology

To be taken concurrently with BI 454.
Credits: 0
Corequisite: *BI 454*

BI 457 Special Topics in Biology I

An in-depth exploration of a special topic in selected areas of biology. Lecture, laboratory and field trips may also be scheduled.
Credits: 3-6
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*

BI 458 Special Topics in Biology II

An in-depth exploration of a special topic in selected areas of biology. Lecture, laboratory and field trips may also be scheduled.
Credits: 3-6

Course Descriptions

Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*

BI 459 Special Topics in Biology III

An in-depth exploration of a special topic in selected areas of biology. Lecture, laboratory and field trips may also be scheduled.
Credits: 3-6
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*

BI 460 Special Topics in Biology IV

An in-depth exploration of a special topic in selected areas of biology. Lecture, laboratory and field trips may also be scheduled.
Credits: 3-6
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*

BI 461 Conservation Biology

Introduction to the principles and practices of conservation biology. Topics include biodiversity, extinctions, habitat fragmentation, restoration ecology, impacts of invasive species and sustainability, among others. Emphasis placed on subjects pertinent to Oregon and temperate regions. Two 80-minute lectures plus three field trips.
Credits: 4
Prerequisite: *BI 101 or BI 223Z or consent of instructor*

BI 474 Biology of Insects

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.
Credits: 5
Prerequisite: *BI 223Z or consent of instructor*
Corequisite: *BI 474L*

BI 474L Lab: Biology of Insects

To be taken concurrently with BI 474.
Credits: 0
Corequisite: *BI 474*

BI 507 Seminar

Discussion-based course focused on selected topics in biology arranged with a supervising faculty member. Emphasizes critical reading, analysis and synthesis of ideas from scientific papers and other resources. Terms and hours to be arranged with instructor approval.
May be repeated for up to 9 credits.
Credits: 1-9
Prerequisite: *Consent of instructor*

BI 519 Biology Teaching Practicum

This is a 2-credit course focusing on current research and issues in scientific teaching designed to improve communication and teaching skills of future science professionals. The course will provide students with perspectives on science education in U.S. and worldwide and research-based tools for improving their own teaching and communication skills. Practicum students will engage in a teaching experience and be supported by peers and professors in a weekly seminar to explore research-based tools for improving teaching and communication skills. May be repeated once for credit.
Credits: 2
Prerequisite: *Consent of instructor and one of the following: BI 101, BI 102, BI 103, BI 134, BI 135, BI 221Z, BI 222Z, BI 223Z, BI 234 , BI 235 , or BI 236*

BI 553 Marine Vertebrates

Investigates the anatomy, physiology, behavior and ecology of marine vertebrates, focusing on challenges unique to the marine environment. Students will compare marine fish, reptiles, birds and mammals in exploration of different topics. Current issues such as overfishing and effects of marine pollutants will be included.
Four lecture hours.
Credits: 4
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z or consent of instructor*

BI 554 Plant Ecology

Focuses on the patterns of distribution and abundance of organisms in space and through time. Explores the underlying causes, both natural and anthropogenic, of these patterns at the population, community and ecosystem levels for a variety of plants and ecosystems. In the lab, students will engage in nearly all phases of ecological research. Emphasis will be placed on learning to effectively communicate ecological concepts in writing to a non-scientific audience.
Three hours of lecture and one four-hour laboratory, which may include trips to field sites.
Credits: 5
Prerequisite: *BI 221Z, BI 222Z, BI 223Z, MTH 111Z and completed General Education writing requirement*
Corequisite: *BI 554L*

BI 554L Lab: Plant Ecology

To be taken concurrently with BI 554.
Credits: 0
Corequisite: *BI 554*

BI 558 Field Biology

Systematics, life histories and field methods in selected areas of biology. Lecture, laboratory and field trips to be scheduled.
Credits: 3-6
Prerequisite: *BI 221Z, BI 222Z, and BI 223Z, or consent of instructor*
Corequisite: *BI 558L*

BI 558L Lab: Field Biology

To be taken concurrently with BI 558.
Credits: 0
Corequisite: *BI 558*

BI 561 Conservation Biology

Introduction to the principles and practices of conservation biology. Topics include biodiversity, extinctions, habitat fragmentation, restoration ecology, impacts of invasive species and sustainability, among others. Emphasis placed on subjects pertinent to Oregon and temperate regions. Two 80-minute lectures plus three field

trips.
Credits: 4
Prerequisite: *BI 101 or BI 223Z or consent of instructor*

BI 606 Special Individual Studies

Academic study on a specialized topic arranged with a supervising faculty member. Independent study may involve a library research project, an experimental research project or an in-depth analysis of a specific topic. Terms and hours to be arranged with instructor approval.
May be repeated for up to 15 credits.
Credits: 1-9
Prerequisite: *Consent of instructor*

BI 624 Human Dissection

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.
Credits: 2-5
Prerequisite: *Graduate standing and consent of instructor*

CA 105 Introduction to Performing Arts at WOU

This course helps orient students to the performing arts at Western Oregon University as an academic discipline, broadens understanding of careers in the performing arts, establishes solid approaches to studying the performing arts, and connects experiences on campus to previous training and future dance interests.
Credits: 2

CA 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-3

CA 320 Documenting Society

Students will learn the basics of documentary style film making. This includes studying and analyzing existing films, learning the techniques of filming and editing, and creating short documentary projects to impact the surrounding community.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CA 399 Special Studies

May be repeated for up to 16 credits.
Credits: 1-3

CA 401 Teaching Creatively and Collaboratively in the Arts

Integrates art, music, theatre and dance with other subject areas to demonstrate creative and collaborative teaching strategies for classroom teachers.
Credits: 9
Prerequisite: *Minimum of nine hours in one creative art area (music, art, theatre or dance) or consent of instructor*

CA 404 Creative Media Capstone

In teams or individually, students enrolled in CA 404 Creative Media Capstone work with faculty mentors to plan, execute, and reflect upon a multifaceted creative project. Possible projects may include (but are not limited to) multimedia live performances, short films, original music videos, network-based artworks, etc. Pending instructor approval, a project may span multiple academic terms.
May be repeated three times for credit.
Credits: 4

CA 405 Senior Seminar in the Performing Arts

CA 405 is a seminar exploring the anthropological, philosophical, sociological, aesthetic, educational, religious and historical perspectives of the performing arts in relation to its role, function and value in contemporary society. The student is responsible for designing, researching, analyzing, presenting and evaluating an individual performing arts project as a culminating educational experience.
Prerequisite: Senior performing arts major (theatre, dance, or music) status or permission of instructor.
Credits: 2

CA 406 Special Individual Studies

May be repeated for up to 16 credits.
Credits: 1-3

CA 407 Seminar

May be repeated for up to 16 credits.
Credits: 1-3

CA 408 Workshop

May be repeated for up to 16 credits.
Credits: 1-3

CA 409 Practicum

May be repeated for up to 16 credits.
Credits: 1-3

CH 104Z Introduction to Chemistry

Introduces principles of general chemistry, including atoms, chemical formulas and equations, bonding, stoichiometry, acid/base chemistry, solutions, and unit conversion calculations. Does not equal a general chemistry course sequence. CH 104Z is the lecture component; CH 124Z is the laboratory component.
Lab
Credits: 5
Corequisite: CH 124Z
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 105 Consumer Chemistry

Introduction to the fundamental concepts of organic chemistry and how it is applied to our daily lives. Topics will be selected from fuels, energy, polymers, fertilizers, pesticides, food and food additives, household cleaners, cosmetics and personal care chemicals, pharmaceuticals and air and water pollution. Organic chemistry concepts will include an introduction to intermolecular forces and solution

dynamics. VESPR and molecular geometry, organic structure, naming and basic chemical reactions.
Three hours of lecture and one two-hour laboratory section per week.
Credits: 4
Corequisite: *CH 105L*
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 105L Lab: Consumer Chemistry

To be taken concurrently with CH 105.
Credits: 0
Corequisite: *CH 105*

CH 106 Scientific Advances in Medicine

This is an interdisciplinary class that uses the lens of history and social context to understand major scientific advances and setbacks in the development of medicine. Core topics include ground breaking discoveries such as antibiotic and vaccine development, ethical and legal issues such as the Tuskegee Study, and current technological advances in areas such as stem cell research, individualized medicine, and disease treatment.
Three hours of lecture and one two-hour laboratory section per week.
Credits: 4
Corequisite: *CH 106L*
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 106L Lab: Scientific Advances in Medicine

To be taken concurrently with CH 106.
Credits: 0
Corequisite: *CH 106*

CH 112Z Chemistry for Health Professions

A one quarter introduction to general, organic and biological chemistry, focusing on topics related to the health sciences including atoms, bonding, biomolecules, solution chemistry, chemical reactions, and functional group properties of organic molecules. This course is intended for pre-nursing and allied health students.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 124Z Introduction to Chemistry Lab

Experiments corresponding to the topics covered in CH 104Z. CH 124Z is the laboratory component; CH 104Z is the lecture course.
CH 124Z is the laboratory component; CH 104Z is the lecture course.
Credits: 0
Corequisite: CH 104Z

CH 150Z Preparatory Chemistry

Explores and applies principles and applications of introductory chemistry. Emphasis on an introduction to measurement, components of matter, quantitative relationships including introductory stoichiometry, and major classes of chemical reactions. This course is preparation for the General Chemistry series for students with little to no previous chemistry experience.
Credits: 4

CH 161 Crime Scene Analysis

In this class students are taught the methods of crime scene analysis, evidence collection and the fundamentals of crime scene photography. Photography elements include the use of 35mm Digital Single Lens Reflex (DSLR) cameras to document a simulated crime scene. Topics covered include shutter speeds, apertures and depth of field, ISO settings, electronic flash, and the basics of using Adobe Photoshop as applied to forensic evidence. Correct methods of evidence collection and analysis from a crime scene are also covered.
One lecture and one three hours of laboratory per week.
Credits: 4
Prerequisite: *Consent of instructor*
Corequisite: *CH 161L*

CH 161L Lab: Crime Scene Analysis

To be taken concurrently with CH 161.
Credits: 0
Corequisite: *CH 161*

CH 221Z General Chemistry I

Explores and applies principles and applications of chemistry. Emphasis on measurement, components of matter, atomic and molecular structure, quantitative relationships including foundational stoichiometry, and major classes of chemical reactions. CH 221Z is a lecture course; CH 227Z is the laboratory component.
Three hours of lecture and four hours of lab/recitation.
Credits: 5
Prerequisite: MTH 111Z or its equivalency, may be taken concurrently; and CH 104Z or CH 112Z or CH 150Z or one year of high school chemistry.
Corequisite: CH 227Z
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 222Z General Chemistry II

Explores and applies principles presented in CH 221Z to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermochemistry, kinetics, and foundational equilibrium are explored and applied to the study of aqueous and gas-phase chemical reactions. CH 222Z is a lecture course; CH 228Z is the laboratory component.
Three hours of lecture and four hours of lab/recitation.
Credits: 5
Prerequisite: *CH 221Z with a grade of C- or better or consent of instructor*
Corequisite: CH 228Z
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 223Z General Chemistry III

Builds upon the principles presented in CH 222Z, explores thermodynamics and chemical equilibrium, and applies them to the study of aqueous acid-base reactions, solubility, and electrochemistry. CH 223Z is a lecture course; CH 229Z is the laboratory component.
Three hours of lecture and four hours of lab/recitation.
Credits: 5

Course Descriptions

Prerequisite: *CH 222Z with a grade of C- or better or consent of instructor*
Corequisite: CH 229Z
General Education: *Exploring Knowledge: Scientific Perspectives*

CH 227Z General Chemistry I Laboratory

To be taken concurrently with CH 221Z
Three hours of lecture and four hours of lab/recitation.
Credits: 0
Corequisite: CH 221Z

CH 228Z General Chemistry II Laboratory

To be taken concurrently with CH 222Z
Three hours of lecture and four hours of lab/recitation.
Credits: 0
Corequisite: CH 222Z

CH 229Z General Chemistry III Laboratory

To be taken concurrently with CH 223Z
Three hours of lecture and four hours of lab/recitation.
Credits: 0
Corequisite: CH 223Z

CH 247 Foundations of Integrative Medicine

This course is designed for students that are interested in learning about the use of integrative medicine to maintain a healthy lifestyle. Topics will include the study of preventive medicine, diet, nutrition, supplementation using herbal and natural remedies; bioenergetics and principles of traditional Chinese medicine; scientific impact of exercise, including weight bearing, cardiovascular and meditative exercises, such as tai chi chuan, qigong and yoga. Experiential, laboratory, and collaborative learning assignments will provide a foundation for developing lifelong healthy living habits.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

CH 311 Inorganic Chemistry

Study of the fundamental concepts to understand the diverse chemistry of all elements on the periodic table, and the inorganic molecules, ions, and solids they form. Laboratory work consists of inorganic and solid state synthesis, and characterization of the products using IR and UV-Vis spectroscopy.
Three lectures and one three-hour laboratory each week.
Credits: 4
Prerequisite: CH 223Z
Corequisite: *CH 311L*

CH 311L Lab: Inorganic Chemistry

To be taken concurrently with *CH 311*.
Credits: 0
Corequisite: *CH 311*

CH 312 Analytical Chemistry

This is an introductory course in analytical chemistry that focuses on the use of quantitative methods and instrumental analysis to study chemistry questions. Topics include experimental design, sampling, calibration strategies, standardization, optimization, statistics, and the validation of experimental results. Laboratory sections will explore wet analytical techniques such as gravimetry and titrimetry, as well as instrumental techniques, such as spectrophotometry, chromatography, and mass spectrometry.
Three one-hour lectures and one three-hour laboratory.
Credits: 4
Prerequisite: CH 223Z
Corequisite: *CH 312L*

CH 312L Lab: Analytical Chemistry

To be taken concurrently with CH 312.
Credits: 0
Corequisite: *CH 312*

CH 313 Instrumental Analysis

A study of the use of instrumental methods for quantitative determinations of unknown chemical samples.
Three lectures and one three-hour laboratory.
Credits: 4
Prerequisite: *CH 312, MTH 251Z and either PH 203 or PH 213*
Corequisite: *CH 313L*

CH 313L Lab: Instrumental Analysis

To be taken concurrently with CH 313.
Credits: 0
Corequisite: *CH 313*

CH 320 Introduction to Forensic Science

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 one hour lectures and one three hour lab per week.
Credits: 4
Prerequisite: CH 112Z *or CH 223Z*
Corequisite: *CH 320L*

CH 320L Lab: Introduction to Forensic Science

This laboratory course explores the application of science to the criminal and civil laws that are enforced by police agencies in a criminal justice system. By the end of term, students will be familiar with methodologies to collect and evaluate a wide array of crime scene evidence including hair, fibers, paint, soil, glass, fingerprints, ballistics, DNA fingerprinting, toxicology and drugs, arson and explosives, and serology.
Credits: 0
Corequisite: *CH 320*

CH 322 Medicinal Chemistry and Pharmacology

Surveys the general mechanisms underlying the effects of drug compounds on biological organ systems. Topic areas include: the

investigation of different drug classes and their biological targets, the behavior of drugs within the body, drug discovery and design and the principles of cardiovascular, endocrine and neuropharmacology.
Credits: 4
Prerequisite: CH 112Z*; or CH 334 and BI 102 or BI 221Z; or consent of instructor*

CH 334 Organic Chemistry

Covers the organic chemistry of alkanes and alkyl halides emphasizing their structures, properties and reactions.
Three lecture hours and one three-hour lab section per week.
Credits: 4
Prerequisite: CH 223Z, may be taken concurrently
Corequisite: CH 334L

CH 334L Lab: Organic Chemistry

To be taken concurrently with CH 334.
Credits: 0
Corequisite: *CH 334*

CH 335 Organic Chemistry

Course will cover elimination, addition, oxidation-reduction, radical reactions and spectroscopic structure determination.
Three one-hour lectures and one three-hour lab per week.
Credits: 4
Prerequisite: *CH 334 with a grade of C- or better*
Corequisite: *CH 335L*

CH 335L Lab: Organic Chemistry

To be taken concurrently with CH 335.
Credits: 0
Corequisite: *CH 335*

CH 336 Organic Chemistry

Course covers the organic chemistry of carbonyl compounds, carboxylic acids, carboxylic acid derivatives and amines emphasizing their structures, properties, reactions, syntheses and spectroscopic properties.
Three one-hour lectures and one three-hour lab section per week.
Credits: 4
Prerequisite: *CH 335 with a grade of C- or better*
Corequisite: *CH 336L*

CH 336L Lab: Organic Chemistry

To be taken concurrently with CH 336.
Credits: 0
Corequisite: *CH 336*

CH 345 Introduction to Toxicology

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.
Credits: 3
Prerequisite: *CH 112Z ; or CH 334 and BI 102; or CH 334 and BI 221Z; or consent of instructor*
General Education: *Integrating Knowledge: Science, Technology, and Society*

CH 350 Chemical Literature

A study of the methods of searching the chemical literature. One class meeting per week.
Credits: 1
Prerequisite: CH 334

CH 361 Energy, Resources and the Environment

A study of the current development and utilization of energy and power, implications of the finite resources, impact on the environment and alternatives. Global awareness of critical issues and the societal responsibilities to share research, resources and expertise will be highlighted.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CH 365 Materials Chemistry

This course is designed for students majoring in chemistry, biochemistry, and engineering. It provides an overview in materials chemistry and focuses on applications of chemistry concepts in materials science. Topics covered include types of materials, material structures and structural characterization, electronic structures and chemical bonding in solids, physical and chemical properties of materials, phase transitions, synthesis of materials, and frontiers of materials chemistry research.
Three one-hour lectures and one three-hour laboratory section per week.
Credits: 4
Prerequisite: *CH 223Z, and PH 203 or PH 213; or CH 223Z, and co-enrollment in PH 203 or PH 213; or consent of the instructor*
Corequisite: *CH 365L*

CH 365L Lab: Materials Chemistry

To be taken concurrently with CH 365.
Credits: 0
Corequisite: *CH 365*

CH 370 Selected Topics in Chemistry

An introduction to contemporary topics in chemistry.
Credits: 1-3
Prerequisite: *Consent of instructor*

CH 401 Research

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-3

CH 407 Seminar

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.
May be repeated for up to 16 credits.
Credits: 1
Prerequisite: *CH 350*

Course Descriptions

CH 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-9

CH 420 Forensic Laboratory Techniques and Documentation

The applications of chemistry and biology to the analysis of physical evidence. Topics will be serology, analysis of arson debris, drugs, explosive residues, gunshot residues, papers and inks, paint chips and DNA. Laboratory techniques will include gas chromatography, HPLC, mass spectroscopy, atomic absorption spectroscopy, electrophoresis, infrared spectroscopy, liquid and thin-layer chromatography, basic and polarized light microscopy, PCR-multiplexing and DNA fingerprinting technologies. Technical writing skills pertinent to the presentation of physical evidence in a court of law will be addressed. The course will meet for 4 hours per week using a combination of lecture and laboratory experimentation as required.
Two lectures and two laboratory periods per week.
Credits: 4
Prerequisite: *CH 320 or consent of instructor*
Corequisite: *CH 420L*

CH 420L Lab: Forensic Laboratory Techniques and Documentation

To be taken concurrently with CH 420.
Credits: 0
Corequisite: *CH 420*

CH 430 Applications of Forensic Science

Hands-on examination of subjects in modern forensic science. Topics may include fingerprinting, tool marks and impressions, hair and fiber analysis, glass comparisons, soil and pollen analysis, bullet and cartridge analysis, serial number restoration, toxicology, arson, explosives, blood analysis, evidence collection or related subjects. Will be taught as topic modules incorporating both lecture and laboratory practice as appropriate.
Credits: 3
Prerequisite: *CH 320 or consent of instructor*

CH 440 Physical Chemistry I

A study of the laws of thermodynamics with emphasis on their application to chemical systems. Topics may include: thermo-chemistry, equation of states, kinetic-molecular theory, free energy and chemical equilibrium.
Three one-hour lectures and one three-hour lab per week.
Credits: 4
Prerequisite: *CH 223Z, PH 203 or PH 213; or consent of instructor*
Corequisite: *CH 440L*

CH 440L Lab: Physical Chemistry I

To be taken concurrently with CH 440.
Credits: 0
Corequisite: *CH 440*

CH 441 Physical Chemistry II

A comprehensive study of the principles and applications of physical chemistry, including thermodynamics of solutions, heterogeneous equilibria, electrochemistry, and chemical kinetics. Fundamental concepts of quantum and statistical mechanics are introduced and applied to molecular structure, bonding, and spectroscopy, including rotational, vibrational, and electronic transitions.
Credits: 4
Prerequisite: *CH 440 and MTH 254*

CH 450 Biochemistry I

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 structure and function of nucleic acids and proteins.
Three one hour lectures and one three hour lab per week.
Credits: 4
Prerequisite: *CH 336 or consent of instructor*
Corequisite: *CH 450L*

CH 450L Lab: Biochemistry I

To be taken concurrently with CH 450 .
Credits: 0
Corequisite: *CH 450*

CH 451 Biochemistry II

The study of the function of biological macromolecules with emphasis on the mechanisms of protein ligand binding, metabolic pathways and regulatory enzyme mechanisms.
Credits: 3
Prerequisite: *CH 450*

CH 461 Experimental Chemistry

This advanced laboratory-based course provides opportunities for students to engage in scientific research. Topics may utilize methodologies from any of the five major fields of chemistry, including biochemistry, analytical chemistry, inorganic chemistry, physical chemistry, or organic chemistry. Students will apply their knowledge of scientific communication in both written and oral formats.
One three-hour laboratory.
Credits: 3
Prerequisite: *CH 312 and CH 350*

CH 462 Experimental Chemistry

An advanced laboratory course that utilizes the skills developed in the general, organic, analytical, instrumental and chemical literature courses in more advanced investigations. There is a significant writing component that requires extensive use of the chemical literature.
Credits: 3
Prerequisite: *CH 312 and CH 350*

CH 463 Experimental Chemistry

An advanced laboratory course in physical chemistry involving experimental determination of thermodynamic quantities such as enthalpy, entropy, free energy, equilibrium constant as well as quantum mechanical calculations investigating molecular properties and harmonic potentials.

Course Descriptions

Credits: 3
Prerequisite: *Concurrent enrollment in or completion of CH 441*

CH 550 Biochemistry I

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.
Three one-hour lectures and one three-hour lab per week.
Credits: 4
Prerequisite: *CH 336 or consent of instructor*
Corequisite: *CH 550L*

CH 550L Lab: Biochemistry I

To be taken concurrently with CH 550.
Credits: 0
Corequisite: *CH 550*

CH 551 Biochemistry II

The study of the function of biological macromolecules with emphasis on the mechanisms of protein ligand binding, metabolic pathways and regulatory enzyme mechanisms.
Credits: 3
Prerequisite: *CH 550*

CH 552 Biochemistry Lab

An introduction to the basic laboratory techniques used in biochemistry. Topics will include electrophoresis, spectrophotometry, chromatography, centrifugation techniques and protein purification. A research project will be required for graduate credit.
One hour lecture and one four-hour laboratory.
Credits: 3
Prerequisite: *CH 336, CH 450 and MTH 251Z (or equivalent) or consent of instructor*

CH 670 Selected Topics in Chemistry

In-depth coverage of selected current problems in chemistry research: analytical, biological, inorganic, organic or physical chemistry.
Credits: 1-3
Prerequisite: *Consent of instructor*

CJ 199 Special Studies

Terms and hours to be arranged. May be repeated for up to 16 credits.
Credits: 1-4
Prerequisite: *Consent of instructor*

CJ 212 History and Development of American Law Enforcement

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.
Credits: 4

CJ 213 Introduction to Criminal Justice

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

CJ 214 The Juvenile Justice System

In this course students acquire a broad review of juvenile offending and major perspectives of the juvenile justice system. The course covers 1) Introduction (Historical Background, Juvenile Justice Agencies and Philosophy in the Juvenile Justice System, Measuring Juvenile Crime, and Causes of Juvenile Crime) 2) Police and Juvenile Offenders 3) Juvenile Courts, and 4) Juvenile Corrections from diverse perspectives.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 219 Ethics and Leadership in Criminal Justice

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

CJ 220 Introduction to Homeland Security

In this course, students will be introduced to the strategies and skills necessary to help U.S. local governments and their communities become more effective in creating vigilant, prepared and resilient communities for homeland security. This course introduces students to the central elements of terrorism, the all hazards approach, community policing and homeland security. Students will learn the differences between national security and homeland security, federal jurisdictions and state and local jurisdictions. During this course, students will have the opportunity to learn, demonstrate, and use these strategies and skills through a blended, adult-learning approach that includes classroom discussion, problem-based learning (PBL), hands on activities, and practical demonstrations.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

CJ 222 Bones, Biology, and Crime

This course introduces students to the application of bioanthropology in criminal investigations, focusing on the analysis of human skeletal remains and other biological evidence in legal contexts. Students will study humans within an evolutionary framework and explore the processes that shape

human biological variation and how it is understood, measured, and sometimes misused within legal systems.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

CJ 225 Substance Abuse: Causes, Enforcement, Prevention

Introduction to the causes of substance use and abuse in U.S. 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 and the effectiveness of current enforcement practices will also be discussed.
Credits: 4

CJ 241 Introduction to Community Crime Prevention

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.
Credits: 4

CJ 244 Comparative Criminal Justice

Criminal justice systems from around the world are compared and contrasted.
Credits: 4

CJ 245 GIS Maps and Spatial Information

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.
Credits: 4

CJ 252 American Courts

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.
Credits: 4
Prerequisite: *CJ 213*

CJ 267 Criminal Justice Communications

This course equips students with the necessary oral and written skills to effectively communicate in criminal justice fields.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

CJ 310 Report Writing

Focuses on workplace writing in the criminal justice system. Students will learn to write various types of police and correctional reports with emphasis on grammar competence and developing strategies for the particular writing demands of CJ professions.
Credits: 4

CJ 311 Community-Oriented Crime Prevention

This course is designed to bring integrative knowledge to build community-oriented crime prevention within and beyond criminal justice. Students will examine crime conditions in the U.S. (data analysis), evaluate existing prevention models across the nations, and apply/develop feasible prevention strategies that are responsive to the particular needs (or demographics) of a community.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*
General Education: *Integrating Knowledge: Science, Technology, and Society*

CJ 320 Operations Administration in Homeland Security Practices

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).
Credits: 4

CJ 321 Principles of Forensic Investigations

Course is designed for students studying forensic science and non-criminal justice majors. A study of the history, philosophy and theory of the use of physical evidence in the U.S. criminal justice system.
Credits: 4
Prerequisite: *CJ 213*
General Education: *Integrating Knowledge: Science, Technology, and Society*

CJ 322 Forensic Anthropology

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. Meets for four hours per week following an integrated lecture-lab format with 40% of the scheduled class time dedicated to experiential lab-oriented exercises.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

CJ 327 Research Methods in Criminal Justice

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 polity.

Course Descriptions

Credits: 4
Prerequisite: *CJ 213*

CJ 328 Forensic Osteology

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.
Credits: 4

CJ 331 Police and Community: Policy Perspective

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CJ 333 Forensic DNA Analysis

Introduction to DNA analysis methods, historical and current forensic science testing and forensic anthropology research. Genetics, inheritance, DNA biochemistry are discussed and applied.
Credits: 4

CJ 341 Introduction to GIS

Second in the GIS sequence. Focus is on the development of skills and techniques used to create, analyze and display spatial data in a geographic information system. Students will focus on spatial queries, data joins, data editing, geocoding (address matching) and analysis of raster data. Students will participate in a team project to focus on applying GIS mapping and analysis skills to evaluate existing community hazard evacuation routes and propose alternative scenarios to improve hazard evacuations. Course is cross-listed with ES 341.
Credits: 4
Prerequisite: *CJ 245*

CJ 342 Strategic Crime Analysis with GIS

Third in the GIS sequence. Focus is on specific applications for GIS in data-led policing. Students will use two software applications, ArcGIS and CrimeStat III to analyze and visualize core theories in criminology. The class will use GIS to examine early theories of: social disorganization, broken windows, environmental criminology and geographic profiling. Also focuses on statistical approaches for crime analysis using GIS, e.g., hot spot analysis, kernel density estimation, distance analysis and spatial distribution.
Credits: 4
Prerequisite: *CJ 341*

CJ 344 Comparative Juvenile Justice Systems

Using the justice systems of the United States and other countries as case studies, this course will examine a wide variety of juvenile justice practices, the contemporary form of juvenile corrections being practiced around the globe, with the aim to understand the benefits and problems. This course will offer students an opportunity to study the leading juvenile justice practices to explore what works best in responding to youth crime more holistically and improve desistance from youth offending. The goal is to increase students' knowledge of how different cultures have utilized juvenile justice in relation to vast cultural differences. Moreover, one of the ultimate objectives of this class is to encourage students to critically examine if, how, and whether effective international practices could be adopted here in the United States.
Credits: 4

CJ 345 Justice Systems Across Cultures

Using the justice systems of the United States and other countries as case studies, this course will examine a wide variety of justice practices, the contemporary forms of corrections being practiced around the globe, with the aim to understand the benefits and problems. This course will offer students an opportunity to study the leading justice practices to explore what works best in responding to crime more holistically and improve desistance from offending from diverse global perspectives. The goal is to increase students' knowledge of how different cultures have utilized the administration of justice in relation with vast cultural differences. Moreover, one of the ultimate objectives of this class is to encourage students to critically examine if, how, and whether effective international practices could be adopted here in the United States.
Credits: 4

CJ 351 Police Organization & Administration

Organizational and management principles; the administrative process in law enforcement agencies; the relationship of theoretical administrative concepts to the practical police environment.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 352 Criminal Law

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.
Credits: 4

CJ 372 Social Constructions of Race

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CJ 403 Field Study

Terms and hours to be arranged.
May be repeated for up to 9 credits.
Credits: 1-4
Prerequisite: *Consent of instructor*

CJ 406 Independent Studies

Terms and hours to be arranged.
May be repeated for up to 9 credits.
Credits: 1-4
Prerequisite: *Consent of instructor*

CJ 407 Senior Capstone Seminar

This course uses professional writing skills development to help students synthesize and apply concepts and theories learned from prior coursework in the criminal justice program. Through writing in this capstone course, students will be required to create multiple papers during the course that reflects their clear understanding of the relationship between theory and practice in the field. All students are required to complete this course to graduate in criminal justice.
May be repeated for up to 4 credits.
Credits: 4
Prerequisite: *Senior standing or consent of instructor*

CJ 408 Workshop

Term and hours to be arranged.
May be repeated for up to 9 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

CJ 409 Practicum

Combines hours spent working at criminal justice agencies, with students' own identified academic goals to enhance an understanding of how criminal justice agencies function. Students learn about and are exposed to the ethical practice and professionalism inherent in their chosen practicum agency. Upon completion of practicum, students will be able to describe the role of the practicum agency, understand professional and ethical practices of criminal justice practitioners, and understand the relationship between the practicum agency and other criminal justice agencies. Students are required to complete 4 credits at 33 hours per credit, and up to 8 credits at 33 hours per credit.
May be repeated for up to 8 credits.
Credits: 4-8
Prerequisite: *Consent of instructor*

CJ 410 Comparative Criminal Investigations

This course provides the opportunity to comparatively explore the world of criminal justice investigations by comparing the approaches used by several vastly different nations to investigate and prosecute crime. Examines similarities and differences between the investigative procedures of the United States and those of other culturally different countries, focusing on the balance between crime control and individual rights under various governmental and cultural systems.
Credits: 4

CJ 411 Families and Youth Crime

Examines contemporary families and their linkages to crime from a theoretical and scientific approach. Explores interactions between family life and anti-social behavior. Family factors including family structure, domestic interactions and conflict, intergenerational aspects of criminal behavior, family relationships and socialization as crime promoting or crime prevention mechanisms on members of families will be examined. Further evaluates societal structures in place for dealing with Juvenile and Adult crime and how that contributes to intergenerational and other crimes. Other important concepts to be explored will include gender, race, socioeconomic status, and violence within families as contributors to crime outcomes.
Credits: 4
Prerequisite: *CJ 213, CJ 214 or consent of instructor*

CJ 412 Wrongful Convictions

This course examines various issues related to wrongful convictions such as causes of wrongful convictions, racial/ethnic/socioeconomic bias, media impacts, a review of the available data and cases, post-conviction process, an overview of the innocence project, legal remedies, and policy reform for prevention.
Credits: 4
Prerequisite: CJ 213 or consent of the instructor

CJ 415 Forensics in the Media

This course introduces students to forensic science through popular media. Students will compare and contrast various forms of popular media to the standard principles and methods associated with the discipline.
Credits: 4

CJ 419 Crisis and Principles of Managing Risk in Community Preparedness

Fifth in a series of five (CJ 220, CJ 320, CJ 420 and CJ 437). Introduces students to the strategies and skills necessary to confront community crisis and manage the associated risks that local government and their communities face. Students learn the skills needed to assist communities in becoming more effective in creating a prepared and safe community.
Credits: 4

CJ 420 Leadership in Homeland Security

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.
Credits: 4

Course Descriptions

CJ 421 Policy Analysis in Criminal Justice

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 422 Community Collaboration and Development

Course offers opportunity to learn the logistics, mechanics and theoretical foundations behind community collaboration development. Course is multidisciplinary appropriate for anthropology, criminal justice, education, geography, history and sociology students who will work or live in communities.
Credits: 4

CJ 423 Management of Law Enforcement Organizations

Managerial concepts, administrative principles and supervisory practices for the middle command officer. Law enforcement leadership, policy formulation and application of sound management practices.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 424 Law Enforcement Planning

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 425 Program Evaluation/Participation

Building on the skills and knowledge acquired in previous courses, this course offers students the opportunity to either: conduct an analytical evaluation of a community collaboration program, or participate as an ethnographer in a community collaboration program, in one of the following areas: community policing, homeland security, crime prevention, victim assistance, sentencing or reentry, disaster preparedness or community outreach (i.e. homeless, mental illness or poverty).
Credits: 4

CJ 427 Quantitative Methods in Criminal Justice

Course covers the quantitative and qualitative 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.
Credits: 4
Prerequisite: *CJ 213*, CJ 327, or consent of instructor

CJ 431 Microsoft Office for Crime Analysis

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.
Credits: 4

CJ 433 Criminal Justice and Popular Culture

Focuses on evaluating printed and electronically mass-produced works of fiction, non-fiction and other entertainment and infotainment media as they relate to crime and criminal justice in America. Will explore mass media's fascination with crime and punishment. Will concentrate on developing a better theoretical understanding of the impact mass-media has on criminal justice discourse and policy.
Credits: 4

CJ 435 Gender, Crime and Justice

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.
Credits: 4

CJ 436 Minorities, Crime, Social Policy and Social Control

The involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system.
Credits: 4

CJ 437 Comparative International Homeland Security Programs

Will help students gain the knowledge of analytical frameworks and strategic-level homeland security policies practiced by other countries that may be applicable in the United States. Students will learn how other countries have coped with homeland security-related issues.
Credits: 4

CJ 438 Native Americans, Culture and the Criminal Justice System

Improves student understanding of the historical realities that devastate Native Americans. Students examine the Native American experience in the criminal justice system in contemporary times and gain a greater understanding of complexities faced by Native Americans in retaining their cultural competencies while facing their inclusion in the criminal justice system.
Credits: 4

CJ 439 Juvenile Osteology

Course Descriptions

Hands-on experience in identification of complete and fragmentary juvenile human skeletal and dental remains. Topics will include growth and development of osseous and dental structures through to adulthood.
Credits: 4
Prerequisite: *ANTH 322 or CJ 322*

CJ 440 Community Crime Prevention Studies

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 441 Forensic Archaeology and Taphonomy

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.
Credits: 4
Prerequisite: *ANTH 322 and CJ 328*

CJ 442 Readings in Forensic Anthropology

Designed to meet students' special interests in an area of forensic anthropology. Students will be assigned readings, conduct literary research and present on a variety of special topics within forensic anthropology.
Credits: 4
Prerequisite: *ANTH 322*

CJ 443 Advanced Forensic Anthropology

Forensic anthropology is the application of the techniques of biological anthropology to human skeletal remains of forensic significance. In this course we delve deeper into the methods used in forensic anthropology, and the biological, historical, and methodological theory behind their development. Students will gain practical hands-on experience working with human skeletal materials through analysis and present their findings. Topics may vary but include the history of forensic anthropology as a discipline, forensic search and recovery, taphonomy, and further estimation of age, sex, stature, and ancestry from skeletal remains.
Credits: 4
Prerequisite: *ANTH 322 or CJ 322*

CJ 444 Restorative Justice

Promotes understanding of restorative justice and its principles in a cross-cultural context by exploring the use of restorative justice as a tool within several international justice systems.
Credits: 4

CJ 445 Race and Justice

This course engages students in contemporary issues of race and social justice. We start by operationalizing key concepts of race, ethnicity, racism and social justice. We then investigate the historical evolution of race and racism emphasizing a criminological perspective. Finally, we explore today's most pressing issues surrounding equality, inclusion, civil rights and criminal justice reform. Topics include: eugenics, housing, forensics and medicine, environment, law enforcement and corrections, to name a few.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CJ 446 Cultural Competency in Criminal Justice

This course utilizes core concepts of cultural competence as a lens through which to examine issues of race, culture, and other layers of culture and diversity in the criminal justice system.
Credits: 4
Prerequisite: *CJ 213 or Instructor approval*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

CJ 447 Applied Restorative Justice

In this proposed course students will learn to apply the principles of Restorative Justice to real world challenges in the community, juvenile justice, adult corrections, and re-entry/post incarceration. Through studying real life scenarios and collaborative problem-solving students will look at the complexity of the impacts of harm and alternative interventions that are being used in contrast to contemporary mainstream practices. The students will work in groups to encourage collaborative learning and promote diversity of shared voices.
Credits: 4

CJ 449 Youth Gangs in American Society

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.
Credits: 4

CJ 450 Criminology

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 451 Youth, Crime and Society

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 452 Criminal Procedure

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 453 Corrections

Considers the evolution of punishment, corrections theories, survey of prison development and administration; education, labor and rehabilitation processes; social groups in the prison community.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 454 Parole and Probation

History of parole and probation; review of contemporary parole and probation theories, practices, processes and research; the future of parole and probation.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 455 Correctional Casework and Counseling

History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 456 Contemporary Issues in Criminal Justice

The course introduces a broad spectrum of issues in criminology and criminal justice today. Using applied research and theoretical framework, this course will objectively examine the contemporary issues and controversies surrounding policing, courts, corrections, juvenile justice, and beyond. The course enables students to assess, critique, and evaluate the current criminal justice system on a national and global scale.
Credits: 4
Prerequisite: *Consent of instructor*

CJ 457 Motivational Interviewing: Helping People Change

Equips students in the theory, research and practice of Motivational Interviewing (MI) in the correctional system. Course will place equal emphasis on understanding MI and learning how to do MI. Course will consist of a community of practice around skill-based MI clinics where the instructor will demonstrate the methods of MI and then have students practice them. Through training, normative feedback and coaching, students will gain and increase their proficiency in MI.
Credits: 4

CJ 459 Victimology

Overview of key research areas in victimology. Students will achieve a critical understanding and appreciation of the development and current state of victimology theory, measurement and empirical results that can be used to inform victims' services and crime prevention.
Credits: 4
Prerequisite: *CJ 213*

CJ 461 Youth Immigration and Crime

This course will provide an overview of sociological and criminological theories that either support or reject a link between criminality and immigration, especially as it relates to different generation of immigrants and their children. More importantly, it will provide an in depth overview of empirical evidence to assess this claim. The wealth of available evidence suggests that, although there are generational differences among immigrant groups, the link between immigration and crime is little more than a persistent myth and that the children of immigrants are actually less crime prone than their native counterparts.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 463 Topics on Juvenile Issues

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.
Credits: 4

CJ 510 Comparative Criminal Investigations

This course provides the opportunity to comparatively explore the world of criminal justice investigations by comparing the approaches used by several vastly different nations to investigate and prosecute crime. Examines similarities and differences between the investigative procedures of the United States and those of other culturally different countries, focusing on the balance between crime control and individual rights under various governmental and cultural systems.
Credits: 4

CJ 515 Forensics in the Media

This course introduces students to forensic science through popular media. Students will compare and contrast various forms of popular media to the standard principles and methods associated with the discipline.
Credits: 4

CJ 523 Management of Law Enforcement Organizations

Managerial concepts, administrative

principles and supervisory practices for the middle command officer. Law enforcement leadership, policy formulation and application of sound management practices.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 524 Law Enforcement Planning

Planning techniques, development of criminal justice planning, identification of problem areas, causative factors, solutions and alternative strategies, using resources to effect change.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 527 Quantitative Methods in Criminal Justice

Course covers the quantitative and qualitative 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 at a more advanced level than is possible at the 400 level.
Credits: 4
Prerequisite: *Consent of instructor*

CJ 531 Microsoft Office for Crime Analysis

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.
Credits: 4

CJ 533 Criminal Justice and Popular Culture

Focuses on evaluating printed and electronically mass-produced works of fiction, non-fiction and other entertainment and infotainment media as they relate to crime and criminal justice in America. Will explore mass media's fascination with crime and punishment. Will concentrate on developing a better theoretical understanding of the impact mass-media has on criminal justice discourse and policy.
Credits: 4

CJ 535 Gender, Crime and Justice

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.
Credits: 4

CJ 536 Minorities, Crime, Social Policy and Social Control

The involvement of minorities, especially African Americans, Hispanics and Native Americans, in crime and the criminal justice system.
Credits: 4

CJ 540 Community Crime Prevention Studies

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 545 Race and Justice

This course engages students in contemporary issues of race and social justice. We start with operationalizing key concepts of race, ethnicity, racism and social justice. We then investigate the historical evolution of race and racism emphasizing a criminological perspective. Finally, we explore today's most pressing issues surrounding equality, inclusion, civil rights and criminal justice reform. Topics include: eugenics, housing, forensics and medicine, environment, law enforcement and corrections, to name a few.
Credits: 4

CJ 550 Criminology

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 551 Youth, Crime and Society

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.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 552 Criminal Procedure

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.
Credits: 4
Prerequisite: *CJ 213 and CJ 252 or consent of instructor*

CJ 554 Parole and Probation

History of parole and probation; review of contemporary parole and probation theories, practices, processes and research; the future of parole and probation.
Credits: 4

Course Descriptions

Prerequisite: *CJ 213 or consent of instructor*

CJ 555 Correctional Casework and Counseling

History, development and contemporary practices, theories and techniques of juvenile and adult correctional casework, counseling and treatment.
Credits: 4
Prerequisite: *CJ 213 or consent of instructor*

CJ 556 Contemporary Issues in Criminal Justice

The course introduces a broad spectrum of issues in criminology and criminal justice today. Using applied research and theoretical framework, this course will objectively examine the contemporary issues and controversies surrounding policing, courts, corrections, juvenile justice, and beyond. The course enables students to assess, critique, and evaluate the current criminal justice system on a national and global scale.
Credits: 4

CJ 561 Youth Immigration and Crime

This course will provide an overview of sociological and criminological theories that either support or reject a link between criminality and immigration, especially as it relates to different generation of immigrants and their children. More importantly, it will provide an in depth overview of empirical evidence to assess this claim. The wealth of available evidence suggests that, although there are generational differences among immigrant groups, the link between immigration and crime is little more than a persistent myth and that the children of immigrants are actually less crime prone than their native counterparts.
Credits: 4

CJ 603 Thesis/Professional Project

Terms and hours to be arranged.
Credits: 1-9

CJ 606 Special Individual Studies

Term and hours to be arranged.
Credits: 1-15

CJ 608 Workshop

Students must take CJ 608, "Graduate Studies Workshop," their first term. This one-unit course facilitates the transition to graduate school by introducing new graduate students to the values, expectations, and resources of the WOU and CJS Division community that will be their home for the duration of their degree program. It also serves as a point of initial academic advising wherein students will begin the process of selecting an exit strategy.
Credits: 1-15

CJ 609 Practicum

Term and hours to be arranged. Students must obtain signature from community service supervisor before registration.
Credits: 1-12

CJ 610 Advanced Motivational Interviewing

In this course, the instructor will guide students to understand and practice how to bring MI (Motivational Interviewing) into their current context, whatever that is, at a graduate or self-authored level. Coaching and feedback from instructor and peers will enable students to get better at helping people to grow and change with MI, as measured by international standards. Police, nurses, probation officers, doctors, leaders, teachers, counselors, coaches, spouses, parents, and friends can and do use MI to have better conversations with the people they serve. Better conversations, better outcomes. The research on the value that MI adds to these fields is robust. Over 2,000 controlled clinical trials, 25,000 articles, and 100 books have shown that MI is an effective and evidence-based way of helping people change and grow.
Credits: 4

CJ 611 Contemporary Juvenile Issues

Focuses on contemporary juvenile issues offering a review of the nature, distribution, and explanations of youth crime, with particular attention given to the historical context of youth crime and the impact of societal factors serving as risks or protective factors for youth crime. The course also examines Gender, race, political factors, and official responses to youth crime. In addition, it explores interactions between family life and antisocial behavior. Family factors including family structure, domestic interactions and conflict, intergenerational aspects of criminal behavior, family relationships and socialization as crime promoting or crime prevention mechanisms on young members of families. Further evaluates societal structures in place for dealing with Juvenile crime. Other important concepts to be explored will include gender, race, socioeconomic status, and violence within families as contributors to crime outcomes.
Credits: 4

CJ 612 Research in Criminal Justice

Course examines research techniques and methods necessary for a comprehensive understanding of crime, criminal justice and their relationship to policy construction and implementation.
Credits: 4

CJ 617 Criminal Justice Administration and Organizational Behavior

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.
Credits: 4

CJ 618 Theory of Criminal Law

Course Descriptions

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.
Credits: 4

CJ 619 Ethics and Leadership in Criminal Justice Organizations

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.
Credits: 4

CJ 620 Offender Treatment

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.
Credits: 4

CJ 621 Human Resource Management in Criminal Justice

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.
Credits: 4

CJ 622 Strategic Planning in Criminal Justice

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.
Credits: 4

CJ 623 Criminal Justice Research: Explore and Initiate

This course is designed to lay the groundwork for developing a successful capstone project by shepherding students through the process of planning and conducting applied research. In this course students will develop a research topic, complete a literature review, and research proposal.
Credits: 4

CJ 624 Criminal Justice Research: Construct and Compile

Building upon the previous capstone course, in this course students will conduct research, analyze and interpret data, and report findings.
Credits: 4
Prerequisite: *CJ 623*

CJ 625 Criminal Justice Research: Compose and Complete

Part III of the Capstone coursework series is designed to enhance students' professional writing by producing a final, polished draft of their capstone project that represents the culmination of their Master's Degree work. Additionally, they will create summaries of the implications of their project for both specialized and general audiences in formats appropriate to either an academic or a workplace setting.
Credits: 4
Prerequisite: *CJ 624*

CJ 627 Quantitative Methods in Social Science

This is a graduate level course that aims to provide an understanding of the concepts of probability, common distributions, statistical methods and analyses of data. Students will master a software package and learn how to interpret and present ideas from their fields of study using these acquired statistical technological skills.
Credits: 4
Prerequisite: *CJ 612 or consent of instructor*

CJ 653 Advanced Corrections

Explores the inner workings of the United States prison system and its effects on communities, public safety, families, individuals, and the economy. Takes a critical look at the experience and impact of incarceration from multiple perspectives.
Credits: 4

CJ 656 Contemporary Issues in Criminal Justice

A study of contemporary issues in criminal justice.
Credits: 4

CJ 660 Advanced Criminology

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.
Credits: 4

COM 100Z Introduction to Communication

COMM 100Z is a survey course offering an overview of the communication discipline that emphasizes the development of best communication practices in different contexts.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 109 Career Exploration

Earning a Communication degree is a pathway to a host of rewarding educational and professional opportunities. Navigating this path, however, can be challenging at times. This course provides career readiness opportunities such as career exploration, job shadowing, preparing

for internships, and career and course mapping.
Pass-No Credit (P/NC) grading only.
Credits: 2

COM 111Z Public Speaking

COM 111Z emphasizes developing communication skills by examining and demonstrating how self-awareness, audience, content, and occasion influence the creation and delivery of speeches and presentations.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 113 Social Media and Digital Advocacy

Explores the dynamics of digital technologies and advocacy through various communication concepts. Communication and advocacy practices are applied to projects and used to analyze advocacy from the past and present.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 15 credits.
Credits: 1-16

COM 211 Introduction to Media

Introduction to the study of media through the critical engagement and examination of issues relating to the media industry, media production, content and effects.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 212 Advertising and Society

Examines advertising as an economic force and as a form of cultural representation. Students will use a critical/cultural approach to examine the economic, political and cultural forces that have impacted the evolution of advertising from the 19th to the 21st century, paying particular attention to how advertising has become a litmus for cultural attitudes and ideologies.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 213 Digital Storytelling

This course focuses on theories and practices of digital storytelling. Students will analyze how storytelling and narratives are impacted by the medium through which they are told, and they will learn how to strategize and implement digital storytelling practices through hands-on creative activities.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 218Z Interpersonal Communication

COM 218Z increases the knowledge and use of competent communication skills to better understand oneself, others, and the role of communication in interpersonal relationships.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 236 Contemporary Issues in Media

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.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

COM 260 Sport & Social Movements

Despite its perception as a benign pastime or profession, sport has long been associated with social and political agitation. In this course, you will learn about social movement studies through the lens of amateur, collegiate and professional sports. Topics include sports and anti-colonialism, Olympic boycott movements, athlete compensation and unionization, Native American mascots, as well as athletes' roles in promoting movements for racial, gender, and LGBTQI justice.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

COM 271 Communication Studies Projects

Training and participation in communication activities in the public setting. Terms and hours arranged with consent of instructor.
Credits: 1-3

COM 309 Career Readiness

This two-credit class will prepare you for success as a Western Oregon University Communication Studies graduate. Among other things, this class will provide you with tools to turn the expertise you have gained through coursework into a meaningful career toolkit of cover letters, resumes and elevator pitches, as well as job search guidance. Additionally, this course will focus on ongoing personal and career development opportunities.
Pass-No Credit (P/NC) grading only.
Credits: 2

COM 310 Communicating with Data

An overview of communication research methods, with an emphasis on giving students hands-on experience with study design, data collection, and statistical analysis. The course will cover quantitative and qualitative methods, and will focus on measuring how people are affected by the media-driven world in which we live.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

COM 312 Public Relations Communication

Course Descriptions

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.
Credits: 4

COM 313 Creating Student Media

This course will guide students through all three branches of Student Media at Western Oregon University. Students will have the opportunity to record podcasts, host live radio shows, report on events around campus, submit creative work for publication, edit articles, design newspapers and design graphics, and extensively collaborate with the Student Media teams at KWOU Radio, The Western Howl, and the Northwest Passage Art and Literary Journal. Coursework will prepare students to publish across a range of media platforms.
Credits: 4

COM 321 Influence Through Argument

Concepts and processes of argumentation, cogency in oral communication, systems of logic, critical analysis of contemporary efforts to convince, construction and presentation of cases.
Credits: 4
Prerequisite: COM 111Z

COM 323 Group Discussion and Leadership

Dynamics of discussion; group thinking and decision-making; interpersonal relations; types of leadership and the application of discussion techniques in the classroom and society.
Credits: 4

COM 324 Business and Professional Communication

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.
Credits: 4

COM 325 Intercultural Communication

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

COM 326 Freedom of Speech

Study and critical assessment of major First Amendment issues and cases.
Credits: 4

COM 327 Communication in the Legal Field

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.
Credits: 4

COM 328 Law and Popular Culture

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.
Credits: 4

COM 331 Nonverbal Communication

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.
Credits: 4

COM 335 Communication and Gender

This course will encourage us to reflect on how we gender ourselves and gender others, to become critically aware of the ways in which media, policy, structures, and institutions construct gender, and to acknowledge that gender is socially constructed through multiple methods of disciplining. These issues will be contextualized in an understanding of systems of power, privilege, and oppression.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

COM 340 Conflict Management

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.
Credits: 4

COM 342 Media Literacy

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.
Credits: 4

Course Descriptions

COM 343 Communication in the Information Age

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.
Credits: 4

COM 351 Foundations of Health Communication

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.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

COM 360 Sport Communication

Introduction to issues in sport communication and offers an opportunity for investigation of an individualized area of interest. Topics include player-coach communication, sports journalism, media spectacles and sport controversies, along with emerging issues in sport communication scholarship.
Credits: 4

COM 370 Communication Ethics

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.
Credits: 4

COM 372 Sports Public Relations

Learn and apply public relations skills to help build and maintain relationships among media organizations, leagues, teams, athletes, municipalities, and fans.
Credits: 4

COM 380 Environmental Communication

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.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

COM 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 3 credits, if content is different.
Credits: 1-4

COM 400 Communication and Labor

This course examines the dynamics of communication and social change within labor movements and workplace culture. We will focus attention on several historical and contemporary labor issues, topics and controversies with a focus on the role of language, music, and visual rhetoric in constructing public arguments. Students will investigate a particular labor organization, movement or issue of their choosing for their final course project.
Credits: 4

COM 402 Race and Resistance Movements

This class explores both the existing racial inequalities in the United States and the attempts to use public social change as an act of resistance against these inequalities. Course material includes theories and strategies of resistance and dissent, focusing on how to understand current racial protests in context in order to better appreciate and evaluate these socio-political contexts.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

COM 405 Human Communication Theory

Examination of contemporary human communication theories, largely from a social scientific perspective.
Credits: 4

COM 406 Special Individual Studies

Terms and hours to be arranged.
May be repeated for up to 3 credits, if content is different.
Credits: 1-4

COM 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 6 credits, if content is different.
Credits: 1-8

COM 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 3 credits, if content is different.
Credits: 1-4

COM 409 Internship

This is an internship students design and carry out with a supervisor in a job setting.
May be repeated for up to 8 credits, if content is different.
Pass-No Credit (P/NC) grading only.
Credits: 1-8

COM 410 Communication and Event Planning

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.
Credits: 4

COM 412 Analyzing Popular Culture

Analysis and evaluation of speeches in their social settings; critical studies of invention, arrangement and style.
Credits: 4

COM 415 Social Media Campaigns

This course provides students with a hands-on, high-impact learning opportunity in social media planning and campaigns. Each term, students will be paired with a community organization and will learn about and apply strategies and theories of social media planning to create a publishable social media campaign.
Credits: 4

COM 416 Communication and Politics

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

COM 420 Communication in Organizations

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.
Credits: 4

COM 422 Persuasion

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.
Credits: 4

COM 426 Language of the Mass Media

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.
Credits: 4

COM 430 Social Media and Culture

Examines the history, theory, technology and uses of social media. Focus on the relationship between technical affordance of a technology and the social norms of a user community in order to better understand the complexities of engaging with emerging technologies.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

COM 431 Nonverbal Deception Detection

Using techniques derived from Dr. Paul Ekman's research, combined with contemporary nonverbal communication research, this course provides a baseline in two important nonverbal deception areas: emotional skills and competencies, and evaluating truthfulness and credibility. This technique is the basis for high-stakes interviews and is used in a multitude of areas, including human resources, corporations, and law enforcement.
Credits: 4

COM 432 Music and Rhetoric

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 and applied to contemporary music.
Credits: 4

COM 435 Rhetoric of the Women's Movement

Examination of the works of the major speakers of the women's movement from the 18th century to the present.
Credits: 4

COM 436 Gender Theory and Activism

Examines the interplay between feminisms, queer theory and cultural production, focusing on how power manifests in ways that contribute to and constrain communication around gender and sexuality. Students will read historical and theoretical texts from feminist and queer scholars and assess how these texts enable them to communicate about sex and genders as social, cultural, political and economic constructions.
Credits: 4
Prerequisite: *COM 335 or consent of instructor*

COM 439 Contemporary U.S. Public Address

Survey of several major U.S. speakers and speeches since the mid-20th century in their historical contexts. Analysis and evaluation of the rhetorical features of contemporary oratory grounded in critical and theoretical approaches to speaker, audience, text and context.
Credits: 4

COM 440 Relational Communication

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.
Credits: 4

Course Descriptions

COM 442 Communication and Social Change

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.
Credits: 4

COM 444 Global Media

Provides students with critical perspectives on global media, as industries, transnational cultural flows and part of the globalization process. Lectures, readings, case studies and discussions will help students understand how key issues and media players involved in the processes of global media production and distribution contribute to globalization.
Credits: 4

COM 446 Critical Media Analysis

Students will investigate mass media using major theories and methods of critical media analysis, including semiotics, framing and political/sociological analysis. Through informal application assignments, scholarly readings and a formal paper, students will explore the ways critical media analysis yields insights into contemporary social formations.
Credits: 4

COM 450 Crisis Communication Management

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.
Credits: 4

COM 451 Science Communication

Fundamental conflicts exist between scientists, activists, media, businesses, and politicians around based STEM facts and fictions. This course will help students evaluate how scientific information is produced and consumed so they can better combat scientific misinformation and misunderstanding in their daily lives. Students will use science communication strategies to create and evaluate ethical and appropriate content for diverse audiences and strengthen public understanding.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

COM 455 Creating Documentary and Digital Films

This course surveys the history and theory of documentary film and trains students in creative group work to manage complex film projects. The course aims to provide a historical overview of documentary research and storytelling, examine the practicalities of producing nonfiction documentaries for broad audiences, and raise ethical concerns about producing content in the digital world. Course activities include projects and group meetings outside of class time.
Credits: 4

COM 461 Family Communication

Examination of communication messaging, strategies and patterns of interaction occurring in family relationships in a variety of different family styles. Topics may include closeness and affection, disclosure, sibling interaction, adolescence, parenting, marital roles and conflict.
Credits: 4

COM 462 The Dark Side of Family Communication

Explores research and theory that illuminates the dark side of interpersonal and family communication and provides an orientation for understanding the dark side as inseparable from the brighter side in understanding human communication.
Credits: 4

COM 531 Nonverbal Deception Detection

Using techniques derived from Dr. Paul Ekman's research, combined with contemporary nonverbal communication research, this course provides a baseline in two important nonverbal deception areas: emotional skills and competencies, and evaluating truthfulness and credibility. This technique is the basis for high-stakes interviews and is used in a multitude of areas, including human resources, corporations, and law enforcement.
Credits: 4

CS 101 Computers and Society

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.
Credits: 3

CS 121 Computer Applications

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).
Credits: 2

CS 122 Introduction to Computer Science for Non-Majors

History and overview of fundamental concepts of computer science. Topics include: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet; issues in computer privacy, computer security, computer ethics

Course Descriptions

and computer crime; buying and upgrading a personal computer system; and careers in computing.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

CS 123 Introduction to Information Systems

Introduces students to contemporary information systems and demonstrates how these systems are used in organizations. Focus on the key components of information systems -- people, software, hardware, data and communication technologies -- and how these components are integrated and managed for organizational advantages. Students will gain an understanding of how information is used in organizations and how information technology improves quality, speed and agility. Introduces systems development, technology acquisition and various types of applications common in modern organizations and society.
Credits: 4

CS 133 Introduction to Python Programming

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.
Credits: 4

CS 135 JavaScript

Introduction to programming concepts using JavaScript programming language. Discusses the essential elements of programming; syntax, control structures, data manipulation and program logic. Object-oriented and functional programming concepts are introduced. Importance of proper coding practices; commenting, white space and consistency. JavaScript framework is explained and how it is integrated into applications.
Credits: 4

CS 140 Linux Operating System

Introduction to the Linux operating system. Explores how to use the Linux operating system to perform file and system management. The development of basics scripts to automate processes is covered. How to create, manage, and implement security of the file structure is addressed.
Credits: 4

CS 160 Survey of Computer Science

Explores the disciplines and professions of Computer Science and Software Engineering. Overviews computer hardware and software architecture, the study of algorithms, software design and development, data representation and organization, problem-solving strategies, ethics in the digital world, and the history of computing and its influences on society. Explores career options and begins the process of planning a program of study. Exposes students to both low-level and high-level programming languages.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

CS 161 Computer Science I

This course teaches the foundational skills of problem solving and programming used in software engineering. It is designed to develop skills that will allow students to design solutions to a given problem then implement that solution in a programming language. No prior programming experience required.
Credits: 4
Corequisite: *CS 161L*

CS 161L Lab: Computer Science I

To be taken concurrently with CS 161.
Credits: 0
Corequisite: *CS 161*

CS 162 Computer Science II

This course teaches the foundational skills of problem solving and programming used in software engineering. Students apply the fundamental programming concepts gained in CS 161 to create more complex programs. New concepts and tools are introduced, including tools that help in the construction of larger, more durable programs that can be used for practical applications. Includes designing and implementing fundamental data structures.
Credits: 4
Prerequisite: CS 161 with a grade of C or better
Corequisite: CS 162L

CS 162L Lab: Computer Science II

To be taken concurrently with CS 162.
Credits: 0
Corequisite: *CS 162*

CS 195 Fundamentals of Web Design

Fundamentals of web design using HTML, CSS and JavaScript. Web design best practices are covered, including accessibility, usability and consistency. JavaScript will be implemented to develop functional and interactive web sites.
Credits: 4

CS 260 Data Structures

Studies the merging of abstract data types (ADT's) and the algorithms which manipulate them. Topics may include the study of the elementary searching and sorting algorithms, stacks, queues, lists, trees, graphs, hash tables and implementation strategies. Also introduces complexity analysis, asymptotic measures and resource consumption including the trade-off between time and space. For each data structure examined, common algorithms which utilize the structure will be studied and "Big O" complexity analysis discussed for each algorithm.
Credits: 4

Course Descriptions

Prerequisite: CS 162 with a grade of C or better, and MTH 232 or MTH 252Z (may be taken concurrently)

CS 262 Programming Languages

Computer applications using the language designated.
Credits: 2
Prerequisite: *CS 162*

CS 271 Computer Organization

Logical organization, computer hardware, introduction to assembly and machine language programming.
Credits: 4
Prerequisite: *CS 162 or IS 270 with a grade of C or better*

CS 299 Topics in Computer Science

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to sophomore level.
May be repeated for up to 16 credits.
Credits: 1-6

CS 312 Social History of Computing

This class presents a history and an overview of fundamental concepts of computers and their role in society. Among the topics included are: introduction to computer hardware and the role of an operating system; data communications and networks; the history and future of the internet and the World Wide Web; issues in computer privacy, computer security, computer ethics, and computer crime.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

CS 340 Computer Ethics

Acquaints students with the contemporary or possible future moral problems that might arise due to computerization. Gives students a deeper understanding of the nature of morality or the nature of society. Helps students understand the relationship between deep human needs, socioeconomic institutions and technology.
Credits: 4
Prerequisite: *WR 122Z*
General Education: *Integrating Knowledge: Science, Technology, and Society*

CS 360 Programming Languages

This course will provide a comparative study of programming language paradigms and their application. Paradigms studied include Imperative, Functional, Logic, and Object Oriented languages. Modern scripting languages that are categorized under multiple paradigms are included. Students will learn how to approach problems from the viewpoint of each paradigm. Similarities and differences in syntax, control structures, types, scoping rules and execution model will be highlighted. The specific languages studied are selected by the instructor and may vary from year to year.
Credits: 4
Prerequisite: *CS 260 and CS 271, both with a grade of C or better*

CS 361 Algorithms

Course covers fundamental algorithms and data structures used to solve a variety of problems. These include searching, advanced sorting, graphs, strings and algorithms for solving other hard problems. Develops and explores algorithm design strategies such as divide and conquer, dynamic programming, greedy approaches and backtracking. Algorithm analysis is developed at a more advanced level and includes analysis of recursive algorithms. Covers the classification of algorithms by computational complexity and an introduction to the theory of computation including automata, Turing machines and formal languages.
Credits: 4
Prerequisite: *CS 260 and MTH 354, both with a grade of C or better*

CS 364 Information Management

The course discusses what information is, why it is necessary to manage it, database systems (both relational and non-relational), SQL, relational algebra, normalization, data modeling, and the trends.
Credits: 4
Prerequisite: *CS 260 and CS 271, both with a grade of C or better*

CS 365 Operating Systems

This course provides an introduction to Operating Systems as managers of systems resources. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, scheduling, dispatching, network communications and protocols. Students gain hands-on experiences via labs and projects.
Credits: 4
Prerequisite: *CS 260 and CS 271, both with a grade of C or better*

CS 366 Software - Languages and Tools

The first course in a two-term sequence, CS 366 is an introduction to the fundamental principles and practices of software development. Students will learn specific languages, tools, and environments most commonly used for web and mobile development. This course serves as a prerequisite for senior project and/or a mobile app sequence.
Credits: 4
Prerequisite: *CS 260 with a grade of C or better*

CS 367 Software Design and Testing

The second course in a two-term sequence, CS 367 is an introduction to software design and testing used extensively in software/app development. Students will learn design methodologies, testing tools and paradigms, including the bridging concepts of refactoring, continuous deployment, and continuous integration, used for software development. This course serves as a prerequisite for senior project and/or a mobile app sequence.
Credits: 4

Course Descriptions

Prerequisite: *CS 366 with a grade of C or better*

CS 371 Introduction to Quantum Computing

This course introduces contemporary quantum computing paradigms. Basic phenomena of quantum systems are illustrated and computing with qubits and quantum gates is explored through simulation. Frameworks for evaluating quantum algorithms in hardware and the potential advantage over classical computing will be considered.
Credits: 4
Prerequisite: CS 133 or CS 161 with a grade of C or better

CS 375 Numerical Methods for Computational Science

A course in the techniques and applications of numerical computation in the field of data science. The core topics include solving systems of linear equations, eigenvalues and eigenvectors, matrix decomposition, the singular value decomposition, numerical integration, and the generation of random numbers. Theory is supplemented with extensive applications and computer programming.
Credits: 4
Prerequisite: *CS 133 or CS 161 with a grade of C or better*

CS 406 Special Topics

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.
May be repeated for up to 16 credits.
Credits: 1-4

CS 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

CS 409 Practicum

Offers practical experience working in a computer science department for area businesses and industries.
May be repeated for up to 16 credits.
Credits: 1-9

CS 422 Demystifying Computer Science: No Experience Required

This course is designed to demystify the subject of computer science to create citizen teachers and learners of this field, which is the 21st century literacy. In the process of studying what computer science is, we will address how it impacts society by considering biases within the tech field as well as the humanitarian application of writing code to make the world a better place.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

CS 435 Open Source Software Development

This course is designed to provide a framework to facilitate engagement in an open source project. The goal of this class is to get students actively engaged in and to provide the foundation for continued success in an open source community. Open Source Software (OSS) development promotes real world skills in software development recognized by potential employers.
Credits: 4
Prerequisite: *CS 360 with a grade of C or better*

CS 436 Dynamic Systems Simulation

This course is an overview of computer modeling and simulation approaches for studying the behavior of systems in order to enhance understanding, predict how the system might behave under different circumstances, and/or find ways to improve the "performance" of the system. Such models are often used for forecasting and process analysis in enterprise planning and for studying processes in various scientific and technical disciplines.
Credits: 4
Prerequisite: *STAT 243Z or MTH 354*

CS 460 Software Engineering I

This course covers an introduction to the fundamental principles and practices of software engineering. Covers both theory and practical aspects of the first activities of large, group-developed software projects, including tools and environments, software requirements engineering, introduction to software architecture, design and modeling and modern software processes. Students will learn the specific languages, tools, environments and processes necessary to complete the remainder of the capstone course. Computer Science majors must complete the required senior capstone courses in sequence: CS 460 then CS 461 and finally CS 462.
Credits: 4
Prerequisite: *CS 361, CS 364, and CS 367, with a grade of C or better*

CS 461 Software Engineering II

This course emphasizes teamwork in small groups to develop real-world software applications. Teams and individual members will participate in all activities of software development, including project planning, requirements analysis, design, coding, testing, configuration management, quality assurance, documentation, and deployment. Topics in CS 461 will focus on software lifecycle processes, software design, software construction, and engineering management concepts expanding on material from CS 460. This course provides a capstone experience that integrates knowledge gained in rest of the CS curriculum through work on both team and individual projects. The second term of a 3-term sequence (CS 460, CS 461, CS 462).
Credits: 4
Prerequisite: *CS 460 with a grade of C or better*
Corequisite: *CS 461L*

CS 461L Lab: Software Engineering II

Course Descriptions

To be taken concurrently with CS 461.
Credits: 0
Corequisite: *CS 461*

CS 462 Software Engineering III

A continuation of the CS 460 and CS 461 capstone course sequence where students focus on the construction and implementation of both individual and team developed software projects. The emphasis in CS 462 is on applying contemporary software development methods, testing, verification, validation, reliability, software evolution, and software deployment. This course concludes the capstone experience that integrates knowledge gained in rest of the CS curriculum through work on both team and individual projects; public presentations of both team and individual projects are part of the course requirements. The third term of a 3-term sequence (CS 460, CS 461, CS 462).
Credits: 4
Prerequisite: *CS 461 with a grade of C or better*
Corequisite: CS 462L

CS 462L Lab: Software Engineering III

To be taken concurrently with CS 462.
Credits: 0
Corequisite: *CS 462*

CS 463 Cybersecurity and Professional Practices

As future producers of technology it is important to understand the far-reaching effects of the creation of software systems through an ethical lens. With a focus on professional practices, civil liberties, and information privacy and security, students will learn how to examine decision making to support inclusive, ethically centered policies and development practices.
Credits: 4
Prerequisite: *CS 260 or IS 301*

CS 465 Microservices Architecture

Microservices is a major architectural pattern in the software industry. This course will cover the basic concepts of microservices, including familiarization with the core concepts of microservices, the monolith problem and how that lead to the microservices pattern, and implementing microservices using modern languages and frameworks.
Credits: 4
Prerequisite: *Junior standing in Information Systems or Computer Science*

CS 522 Demystifying Computer Science: No Experience Required

This course is designed to demystify the subject of computer science to create citizen teachers and learners of this field, which is the 21st century literacy. In the process of studying what computer science is, we will address how it impacts society by considering biases within the tech field as well as the humanitarian application of writing code to make the world a better place.
Credits: 4

CS 607 Special Topics

Special course offerings.
Credits: 1-10

CS 609 Practicum

Credit for a practical work experience where advanced computer science skills are developed and/or utilized.
Credits: 1-9

CSE 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-6

CSE 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-9

CSE 409 Practicum

Field placement in a setting where computer education applications may be encountered under guidance and supervision.
May be repeated for up to 12 credits.
Credits: 3-9

CSE 486 Emerging Technologies in Teaching and Learning

This course explores recent and emerging technologies that augment and support more interactive, robust, and diverse learning and teaching experiences in face-to-face, virtual, distance, and online learning environments. Technologies discussed may include: drones, virtual reality, augmented reality, live-streaming, artificial intelligence, and robotics.
Credits: 4

CSE 507 Seminar

Terms and hours to be arranged.
Credits: 1-6

CSE 508 Workshop

Terms and hours to be arranged.
Credits: 1-9

CSE 603 Professional Project

Culminating project for the MS Ed Information Technology degree. Students will complete a professional project of their choosing, approved by their adviser, which applies their knowledge of information technologies and education.
May be repeated up to 9 credits.
Credits: 3-9

CSE 604 Portfolio

The purpose of this course is to provide students nearing graduation time to work on, hone, and finalize their ePortfolio. May be taken two times for a total of 8 credits as this is the capstone course.
May be taken twice for up to 8 credits
Credits: 4

Course Descriptions

CSE 606 Special Individualized Study

Designed for individual or special studies in a limited area of interest under the guidance of a designated faculty member.
May be taken for up to 12 credits. Content matter must differ each time course is retaken.
Credits: 1-4

CSE 615 Designing Information

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.
Credits: 4

CSE 616 Designing and Teaching Online Courses

Introduction 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.
Credits: 4

CSE 619 Big Thinkers in Educational Technology

Focuses on reading classic texts and ground-breaking recent texts in the field of technology. Readings vary by term, focusing on themes such as media and culture, emerging technologies, technology in education, etc. Students should expect to read three to five books each term.
May be repeated for up to 12 credits, if content is different.
Credits: 4

CSE 626 Instructional Design

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.
Credits: 4

CSE 650 Applied Multimedia Learning & Design

In-depth study and practice using a specific technology, technology type, and/or platforms as they apply to learning design, training, interaction, and technology. Topic and themes change each term. Potential themes include: video production, interactive learning platforms, web-based website design, geospatial technology, open educational resources and open source tools. Connects content creation to standards, best practices, & research. May be repeated five times for a total of 15 credits as long as the content is significantly different in each course offering.
May be repeated up to 16 credits.
Credits: 4

CSE 654 Graduate Professional Practice Series

This course supports students during their first year in graduate school through three of the most challenging aspects of graduate school: Graduate Writing, Graduate Research, and Conference Presentations. We do this by offering this 1-credit, four-week course. Each time the course is offered, it focuses on one of the three modules. Students may take the course up to three times so that they can take all three modules.
May be taken a total of three times.
Credits: 1

CSE 656 Advanced Instructional Design

Advanced Instructional Design (ID) invites students to explore a variety of ID models and emergent topics in ID, including principles and practices to facilitate usability, accessibility, and collaboration with Subject Matter Experts.
Credits: 4
Prerequisite: *CSE 626 or instructor's permission*

CSE 677 Multimedia Praxis

Focused practical digital tool application to support learning design, teaching, training, and/or professional development. Topic and themes change each term. Potential themes include: digital photography, screencasting, video games & learning, video tutorials, digital storytelling, learning objects, podcasts/vodcasts, and related topics.
May be repeated six times for a total of 6 credits as long as the content is significantly different in each course offering.
May be repeated up to 6 credits.
Credits: 1

CSE 680 Users, Communication, Interaction, Experience

Examination of theories and practical models related to communication, usability, user experience, and interaction design; practice applying these theories and models to real-world documents, artifacts, and interactions.
Credits: 4

CIE 213 Introduction to Cybercrime

This course provides a foundational introduction to the world of cybercrime. Topics include types and extent of cybercrime and the laws that address these crimes. Students will gain an understanding of cybercrime and other abuses arising in a cyber environment.
Credits: 4

CIE 305 Ethics in Cybercrime Investigation and Enforcement

This course examines major ethical theories and issues relevant to cybercrime investigation and enforcement. Emphasis is placed on ethical practices and dilemmas that affect practitioners as they face various ethical issues in the investigation and enforcement of cybercrime.

Course Descriptions

Credits: 4
Prerequisite: *CIE 213*

CIE 321 Principles of Cyber Forensic Investigations

This course includes a study of the history, philosophy, and theory of the use of digital evidence in the U.S. criminal justice system as it relates specifically to cybercrime. Students will learn how to apply forensics techniques throughout an investigation life cycle with a focus on complying with legal requirements.
Credits: 4
Prerequisite: *CIE 213*

CIE 407 Capstone Seminar in Cybercrime Investigation and Enforcement

This course uses professional writing skills development to help students synthesize and apply concepts and theories learned from internships and prior coursework in the program. Through writing in this capstone course, students will be required to create multiple papers during the course that reflects their clear understanding of the relationship between theory and practice in the field. All students are required to complete this course to graduate from the program.
Credits: 4
Prerequisite: *Senior standing or consent of instructor*

CIE 409 Cybercrime Investigation and Enforcement Practicum

Combines hours spent working at CIE or social service agencies with students' own identified academic goals to enhance an understanding of how CIE functions. Students learn about and are exposed to the ethical practice and professionalism inherent in their chosen practicum agency. Upon completion of practicum, students will be able to describe the role of the practicum agency in CIE, understand professional and ethical practices of CIE practitioners, and understand the relationship between the practicum agency and other criminal justice agencies as it relates to CIE.
May be repeated for up to 8 credits. Pass-No Credit (P/NC) grading only.
Credits: 4-8
Prerequisite: *Practicum experiences are completed during the junior or senior year of study, consent of instructor.*

CIE 425 Contemporary Issues on Cybercrime and Cybersecurity

This course explores key issues related to cyberspace as a domain of conflict. Challenges in cybersecurity are addressed from political, strategic, and legal perspectives. From individual to state actors, this course examines how cyberspace is weaponized and the implications of this relatively new domain for enforcement and investigation of crime.
Credits: 4
Prerequisite: *CIE 213*

D 101 Beginning Ballet

This course is an introduction at a beginning level to ballet technique, theory and performance. Course material includes introduction to the basic concepts of body alignment and technique in traditional ballet. Course emphasizes basic movement sequences, the accompanying French terminology, history, practice and performance.
May be repeated for credit.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

D 102 Beginning Jazz Dance

This course is an introduction at a beginning level to jazz dance technique, theory and performance. Course material includes introduction to the basic concepts of body alignment and technique in the jazz dance style. Course focuses on consolidating skills in rhythmic awareness, accompanying terminology, history, practice and performance.
May be repeated for credit.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

D 103 Beginning Modern Dance

This course is an introduction at a beginning level to contemporary dance technique, theory and performance. Course material includes introduction to the basic concepts of body alignment and technique in the contemporary dance style. Course focuses on consolidating skills in creative expression, accompanying terminology, history, practice and performance.
May be repeated for credit.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

D 104 Beginning Tap Dance

This course is an introduction at a beginning level to tap dance technique, theory and performance. Course material includes introduction to the basic concepts of rhythmic awareness and technique in tap dance style. Course focuses on consolidating skills with steps and techniques, accompanying terminology, history, practice and performance.
May be repeated for credit.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

D 110 Transition to WOU Dance

This course helps orient students to dance as an academic discipline, broadens understanding of careers in dance, establishes solid approaches to studying dance and connects dance experiences on campus to previous training and future dance interests.
Credits: 1

D 120 Introduction to Ballroom Dance

An introductory study of fundamental ballroom dance techniques. This course is intended to be a class for students who have little or no

experience with ballroom dance. Students will experience dancing the Fox-Trot, Waltz, Swing, American Tango, Rumba, Samba, Merengue and the Cha-Cha. The class will cover the unique rhythm, timing, and style that characterize each dance and will emphasize proper techniques for both leading and following a partner. No previous dance training required.
May be repeated for credit.
Credits: 3

D 170 World Dance: Salsa

This course is an exploration of the Salsa dance form as it takes shape in different locations throughout Latin America. Particular attention will be paid to the Cuban dance form Casino Rueda and how it supports cultural mores and values throughout the Latin diaspora.
May be repeated for credit.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

D 171 World Dance: Hula

This course is an exploration of the Polynesian dance form hula which is performed throughout the Hawaiian Islands. Particular attention will be paid to hula 'auana (modern hula) and how it supports contemporary cultural mores and values throughout the Hawaiian Islands.
May be repeated for credit.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

D 172 World Dance: African

This course is an exploration of West African dance forms from Senegal and Guinea. Particular attention will be paid to how current iterations of ancient dances support contemporary cultural mores and values for the peoples of Senegal and Guinea, West Africa.
May be repeated for credit.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

D 177 Beginning Hip-Hop

This course is an exploration of urban and street dance forms as they take shape in different locations around the world. Particular attention will be paid to the musical, corporeal, visual, spoken word, and literary manifestations that hip-hop wields to build specific cultural communities in given national and global contexts.
May be repeated for credit.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

D 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15
Prerequisite: *Consent of instructor*

D 240 Wellness for Dancers

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.
Credits: 3

D 241 Awareness In Action: Listening To The Body

In the class Awareness In Action: Listening To The Body, students will learn about Somatics. Somatics is the field which studies the soma, which is the body as perceived from within, as opposed to the body as perceived by another. In this class students will learn about key contributors to the field of somatics and different somatic movement practices. Through the integration of somatics into dance training and daily life, students learn to listen to their bodies and become aware of habitual neuromuscular patterns. Once we engage in self awareness or somatic practices, we are able to acknowledge inefficient habitual movement patterns, muscular imbalances, and structural anatomical limitations that we may posses. As a result, students will expand options for new ways of moving, increase sensitivity and improve efficiency. When asked "what is somatics?" my general answer is the study of the self in the moment. It is a deep investigation of the self in many capacities and is based in movement. Participants often experience moments of deep reflection, relaxation, and body and self-awareness.
Credits: 3

D 250 Drumming for Dancers

Utilizes West African rhythms to develop the auditory skills for dancers to translate both oral and written drumming notation into kinesthetic expression. Dancers develop skills that directly inform and support dance technique, choreography and pedagogy.
Credits: 1-3

D 251 Dance and World Cultures

Introduces the terminology, movement properties and influences that comprise dance as ritual, ceremonial, performance, and entertainment within western and non-western dance genres, cultures and societies.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

D 252 Latin Dances Around The World

This course is designed to introduce and explore the origins of the various forms and roles of dance in the Latin diaspora, such as ritual dance, folk, social, classical and contemporary performance. Also examined will be how and why people in the diaspora dance as well as how and why people watch dance, with concern for becoming more conscious and informed viewers.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

D 253 Dances That Changed the World

Course Descriptions

This course is designed as an introduction to dance styles, forms, customs and performances and examines the role of dance in society.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

D 254 Dance, Gender and Society

This course will analyze dance and choreography through the lens of gender and its effects on the development of dance as an art form.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

D 255 Introduction To Dance

Introduces the origins of some of the various forms of dance, such as ballet, modern, musical theatre, jazz, tap, folk and/or popular dance forms. Also examined will be how and why people dance, and the function of dance in human society from a cross-cultural perspective.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

D 260 Dance Improvisation

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.
Credits: 3
General Education: *Foundational Skills: Communication and Language*

D 270 Dance Partnering

Provides fundamental skills for beginning and intermediate partnering work with an emphasis on personal safety and creativity. Based on biomechanical principles, students develop skills to facilitate partnering interactions utilizing learned partnering vocabulary and sequences.
May be repeated for credit.
Credits: 2

D 277 Intermediate Hip-Hop - 1

Intermediate level Hip Hop dance blended with a commercial urban-inspired street-dance style to create fun and challenging choreography. D 277, D 278, and D 279 may be taken in any order.
May be repeated for credit.
Credits: 2

D 278 Intermediate Hip-Hop - 2

Intermediate level Hip Hop dance blended with a commercial urban-inspired street-dance style to create fun and challenging choreography. D 277, D 278, and D 279 may be taken in any order.
May be repeated for credit.
Credits: 2

D 279 Intermediate Hip-Hop - 3

Intermediate level Hip Hop dance blended with a commercial urban-inspired street-dance style to create fun and challenging choreography. D 277, D 278, and D 279 may be taken in any order.
May be repeated for credit.
Credits: 2

D 280 Intermediate Modern Dance - 1

Modern dance sequence emphasizing technique, body alignment and continued practice with creative expression and performance in the modern dance style. D 280, D 281, and D 282 may be taken in any order.
May be repeated for credit.
Credits: 2

D 281 Intermediate Modern Dance - 2

Modern dance sequence further developing body alignment, technique, creative expression and performance in the modern dance style. D 280, D 281, and D 282 may be taken in any order.
May be repeated for credit.
Credits: 2

D 282 Intermediate Modern Dance - 3

Modern dance sequence consolidating skills in body alignment, technique, creative expression and performance in the modern dance style. D 280, D 281, and D 282 may be taken in any order.
May be repeated for credit.
Credits: 2

D 285 Intermediate Ballet - 1

Ballet sequence emphasizing alignment, technique, expanding movement vocabulary and performance skills. D 285, D 286, and D 287 may be taken in any order.
May be repeated for credit.
Credits: 2

D 286 Intermediate Ballet - 2

Ballet sequence further developing alignment and technique, expanding movement vocabulary and performance skills. D 285, D 286, and D 287 may be taken in any order.
May be repeated for credit.
Credits: 2

D 287 Intermediate Ballet - 3

Ballet sequence consolidating skills in alignment and technique, expanding movement vocabulary and performance skills. D 285, D 286, and D 287 may be taken in any order.
May be repeated for credit.
Credits: 2

D 288 Intermediate Jazz Dance - 1

Jazz dance sequence emphasizing body alignment, technique, body isolations, syncopated rhythms and performance. D 288, D 289, and D 290 may be taken in any order.
May be repeated for credit.
Credits: 2

Course Descriptions

D 289 Intermediate Jazz Dance - 2

Jazz dance sequence further developing body alignment, technique, body isolations, syncopated rhythms and performance. D 288, D 289, and D 290 may be taken in any order.
May be repeated for credit.
Credits: 2

D 290 Intermediate Jazz Dance - 3

Jazz dance sequence consolidating skills in body alignment, technique, body isolations, syncopated rhythms and performance. D 288, D 289, and D 290 may be taken in any order.
May be repeated for credit.
Credits: 2

D 296 Intermediate Tap Dance - F

Tap dance sequence emphasizing steps, technique and longer, more complex rhythms in a variety of jazz styles. D 296, D 297, and D 298 may be taken in any order.
May be repeated for credit.
Credits: 2

D 297 Intermediate Tap Dance - W

Tap dance sequence further developing steps, technique and longer, more complex rhythms in a variety of jazz styles. D 296, D 297, and D 298 may be taken in any order.
May be repeated for credit.
Credits: 2

D 298 Intermediate Tap Dance - S

Tap dance sequence consolidating skills in technique, step vocabulary and longer, more complex rhythms in a variety of jazz styles. D 296, D 297, and D 298 may be taken in any order.
May be repeated for credit.
Credits: 2

D 300 Human Movement Analysis

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.
Credits: 3

D 301 Pointe Technique 1

First course in the introduction to pointe technique, emphasizing classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries.
May be repeated for credit.
Credits: 1

D 302 Pointe Technique 2

Second course in the introduction to pointe technique, further developing classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries.
May be repeated for credit.
Credits: 1

D 303 Pointe Technique 3

Third course in the introductory to pointe technique, consolidating skills in classical ballet vocabulary, historical perspectives, anatomy and prevention of pointe-related injuries.
May be repeated for credit.
Credits: 1

D 320 Dance Studio Management

This course will study and evaluate methods and materials for starting and managing a dance studio. Topics examined will include: market analysis, management, staff, competition, facilities, legal entities and insurance as well as developing personal marketing, budgets and financial plans.
Credits: 3

D 330 Rhythmic Awareness

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.
Credits: 3

D 340 Conditioning for Dancers

Participation in physical conditioning and information on how to create an individualized conditioning program specifically designed for dancers.
Credits: 2

D 351 Dance Composition I

This course will explore choreographic concepts as they relate to the elements of space, time and force. Emphasis will be placed on solo compositions.
Credits: 3
Prerequisite: *D 260*

D 352 Dance Composition II

This course will explore choreographic concepts as they relate to the elements of spatial design, musical form, character study and textural differences.
Credits: 3
Prerequisite: *D 351 or consent of instructor*

D 380 Pre-Advanced Modern Dance - 1

Modern dance sequence emphasizing body alignment, technique, expanding movement vocabulary, improvisation skills, personal expression and performance. D 380, D 381, and D 382 can be taken in any order.

May be repeated for credit.
Credits: 2

D 381 Pre-Advanced Modern Dance - 2

Modern dance sequence further developing body alignment, technique,

expanding movement vocabulary, improvisation skills, personal expression and performance. D 380, D 381, and D 382 can be taken in any order.
May be repeated for credit.
Credits: 2

D 382 Pre-Advanced Modern Dance - 3

Modern dance sequence consolidating skills in body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance. D 380, D 381, and D 382 can be taken in any order.
May be repeated for credit.
Credits: 2

D 385 Pre-Advanced Ballet - 1

Ballet sequence emphasizing alignment and technique, including more complex adagio, petite and grande allegro combinations, with focus on performance skills. D 385, D 386, and D 387 may be taken in any order.
May be repeated for credit.
Credits: 2

D 386 Pre-Advanced Ballet - 2

Ballet sequence further developing alignment and technique, including more complex adagio, petite and grande allegro combinations, with focus on performance skills. D 385, D 386, and D 387 may be taken in any order.
May be repeated for credit.
Credits: 2

D 387 Pre-Advanced Ballet - 3

Ballet sequence consolidating skills in alignment and technique, including more complex adagio, petite and grande allegro combinations, with focus on performance skills. D 385, D 386, and D 387 may be taken in any order.
May be repeated for credit.
Credits: 2

D 390 Kinesiology for Dance

Survey of kinesiology principles as related to basic movement. The areas emphasized are anatomy, physiology, biomechanics, movement behavior and various alignment and conditionary techniques. Students become aware of their personal movement behavior and investigate ways of becoming movement efficient.
Credits: 3

D 399 Special Studies: Dance Concert and/or Musical

Participation by performing or crewing in a dance concert or musical theatre production. By audition only.
May be repeated for up to 16 credits.
Credits: 1-3
Prerequisite: *Audition required*

D 405 Senior Project

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.
Credits: 2

D 406 Independent Studies in Dance

For students who wish to study in-depth selected topics in dance history, theory, education or criticism. Only 3 credits of D 406 and D 408, singly or combined, count as electives in the dance minor.
May be repeated for up to 16 credits.
Credits: 1-3
Prerequisite: *Intermediate-level dance study and consent of instructor*

D 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-3

D 408 Workshop

Terms and hours to be arranged. (To allow for various workshops in dance, e.g., Pas de Deux, men's techniques, African dance, etc.)
May be repeated for up to 16 credits.
Credits: 1-3

D 409 Internship

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 up to 16 credits.
Credits: 1-3

D 410 Capstone and Careers In Dance

This course helps prepare students for the transition from college student to dance professional. Topics include developing resumés, preparing for auditions, dancing in a company, starting a company, professionalism, teaching in a studio, a school, or a college and what resources are available to assist in the transitioning process.
Credits: 2
Prerequisite: *Senior standing*

D 450 Dance Repertory

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.
Credits: 1-3
Prerequisite: *Audition required*

D 451 Dance Production

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.
Credits: 3
Corequisite: D 451L

Course Descriptions

D 451L Dance Production Lab

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.
Credits: 1
Corequisite: *D 451*

D 453 Ballet History

Covers development of ballet from its roots in the Renaissance courts through the Romantic and Classical eras to the present.
Credits: 3

D 454 Evolution of Modern Dance

Covers the development of modern dance and the philosophies of the leading modern dancers of the 20th century from Duncan to the present.
Credits: 3

D 455 Advanced Choreography

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.
Credits: 3
Prerequisite: *D 260, D 351 and D 352 or consent of instructor*

D 456 Choreography for the Camera

Advanced study of choreography tailored to individual student interests with applications to dance for the camera work. Includes interdisciplinary, site-specific and/or collaborative formats.
Credits: 3

D 460 Dance and Technology

Introduction to the use of desktop multimedia applications and peripherals applied specifically to dance production and the creative process.
Credits: 3

D 480 Advanced Modern Dance - 1

Modern dance sequence emphasizing body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance at a pre-professional level. D 480, D 481, and D 482 may be taken in any order.
May be repeated for credit.
Credits: 2

D 481 Advanced Modern Dance - 2

Modern dance sequence further developing body alignment, technique, expanding movement vocabulary, improvisation personal expression and performance at a pre-professional level. D 480, D 481, and D 482 may be taken in any order.
May be repeated for credit.
Credits: 2

D 482 Advanced Modern Dance - 3

Modern dance sequence consolidating skills in body alignment, technique, expanding movement vocabulary, improvisation, personal expression and performance at a pre-professional level. D 480, D 481, and D 482 may be taken in any order.
May be repeated for credit.
Credits: 2

D 485 Advanced Ballet - 1

Ballet sequence emphasizing alignment and technique, more complex adagio, petite and grande allegro combinations, with focus on performance skills at the pre-professional level. D 485, D 486, and D 487 may be taken in any order.
May be repeated for credit.
Credits: 2

D 486 Advanced Ballet - 2

Ballet sequence further developing technique, more complex adagio, petite and grande allegro combinations, with focus on performance skills at the pre-professional level. D 485, D 486, and D 487 may be taken in any order.
May be repeated for credit.
Credits: 2

D 487 Advanced Ballet - 3

Ballet sequence consolidating skills in technique, more complex adagio, petite and grande allegro combinations, with focus on performance skills at the pre-professional level. D 485, D 486, and D 487 may be taken in any order.
May be repeated for credit.
Credits: 2

D 491 Creative Dance for Children

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.
Credits: 3

D 494 Dance Teaching Methods

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.
Credits: 3

DATA 101 Foundations of Data Analytics

This course utilizes a quantitative approach to explore fundamental concepts in data analytics. Students will develop foundational skills as they interact with real-world data sets across a variety of domain knowledge areas. Ethical and privacy concerns are also explored.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

Course Descriptions

DATA 310 Data Science Methods

This course introduces a variety of data science methods based on concepts from statistics. Computational approaches to data sampling and hypothesis testing are explored alongside traditional parametric approaches. Regression and classification problems will be surveyed together with supervised and unsupervised machine learning models.
Credits: 4

DATA 432 Introduction to Data Analytics

This course provides an introduction to the discovery and use of information in data for the purpose of decision making. Common techniques in the analysis of large volumes of data, often referred to as Big Data/Business Intelligence/Machine Learning will be introduced along with problem identification and framing tools.
Credits: 4
Prerequisite: *CS 133 or CS 135 or CS 161 with a grade of C or better*

DATA 434 Data Visualization

This course introduces data visualization and exploration using contemporary analysis tools. Emphasis will be placed on incorporating storytelling with data into the architecture of information system solutions.
Credits: 4

DATA 436 Learning from Data

Building on the frameworks introduced in IS 432, this course reviews a wide variety of machine learning techniques used for building and refining models for decision making. Support Vector Machines are introduced and a variety of Kernel based learning approaches are explored.
Credits: 4
Prerequisite: *DATA 432 with a grade of C or better*

DATA 438 Analysis of Social and Economic Networks

This course introduces the use of tools based on information theory, graph theory and game theory to explain aggregate behaviors in social networks, markets and the internet. It will introduce students to common analysis techniques for network data sets and examine archetypical instances drawn from various disciplines.
Credits: 4
Prerequisite: *CS 133 or CS 135 or CS 161 with a grade of C or better*

DATA 471 Advanced Techniques for Data Analytics

This course builds upon introductory data analytics techniques and further develops that toolkit with advanced topics, including addressing ethical concerns in the field. These techniques will be studied through the lens of real-world case studies in preparation for the capstone project.
Credits: 4
Prerequisite: *DATA 436 with a grade of C or better*

DATA 472 Data Analytics Project Development

This is first of a two-course sequence that is centered around a group project that stems from a real-world question with use of real-world data. In this course, students will develop a problem or question, understand the data requirements, collect the data, and prepare the data to start the model planning process. Students bring together the techniques and skills from the various fields, and will weave in professional practice, teamwork, and ethics.
Credits: 4
Prerequisite: *DATA 471 with a grade of C or higher*

DATA 473 Data Analytics Project Deployment

This is the second of a two-course sequence that is centered around a group project that stems from a real-world question with the use of real-world data. In this course, students build upon the work already done and start with the model planning process. From there, they will build, evaluate, and deploy the project. Students bring together the techniques and skills from the various fields and will weave in professional practice, teamwork, and ethics.
Credits: 4
Prerequisite: *DATA 472 with a grade of C or higher*

DHHE 609 Practicum in Deaf and Hard of Hearing Education

Intended to help beginning educators develop a toolkit for thinking more deeply about themselves and getting to know the communities in which they will teach. Lab experiences are designed to develop habits of mind that will allow beginning teachers to see themselves, children, families and communities with empathy and curiosity, rather than assumption and judgment. In addition, students will participate in hands-on work, including finding resources and interests (rather than problems and deficits) in children's lives, which can then be drawn on in the classroom.
May be repeated for up to 3 credits.
Credits: 1-3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 611 Foundations of Deaf Education

Various theories of deaf education, epistemological frameworks, social and cultural perspectives and developmentally appropriate practices of how students learn will be discussed and explored. Demographic, legal, educational, political, medical and social perspectives that influences educational delivery of deaf and hard of hearing students will be examined.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 623 Academic Discourse in Deaf and Hard of Hearing Education

Strategies for delivering instruction in ASL discourse. Students are encouraged to build on their ASL skills to effectively teach concepts in their content area. Topics include target vocabulary for effective transmission of

information, curriculum development and assessment of language. This course will support future ED-TPA concerns.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 625 Structure of ASL and English in the Classroom

Students analyze the development of the linguistic structures in American Sign Language and English. Semantics, morphology, syntax and other topics will be discussed, focusing on early communication development. Variations in linguistic use, such as code switching, will be discussed. Special focus will be placed on signacy, oracy and literacy in deaf schools.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 629 Advocacy in Deaf Education

This course focuses on an understanding of the deaf community's long standing campaigns for inclusion, equity, and sign language rights from an advocacy perspective. Topics covered include the history and status of sign language in education, language planning, advocacy as a responsibility of the teacher of the deaf, as well as teaching advocacy strategies to students who are deaf and hard of hearing (and their parents). Advocacy is discussed through the role and responsibility of the teacher of the deaf and in contexts such as classroom/instructional planning, IEP writing and meetings, data collection, school-wide policy, parent support and interaction, and more.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 630 Introduction to Research in DHHE

This course is designed to provide teacher candidates an introduction to current research on the education of students who are deaf and hard of hearing, as well as to provide guidance and resources for navigating valid educational research for their own purposes.
Credits: 1
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 639 Student Teaching I

Teacher candidates will complete a 10-week student teaching experience within a self-contained classroom setting in the pre-service teacher's primary area of teaching licensure.
Credits: 8
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 640 Student Teaching II

Teacher candidates will complete 10-week student teaching experience within a mainstreamed or itinerant setting in the pre-service teacher's primary area of teaching licensure.
Credits: 8
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 642 Professional Project

The Professional Project is an independent continuation of skills and concepts introduced in DHHE 630 (Introduction to Research in DHHE). By the end of the course, students will design and create a product that will serve as a new resource for teachers of the deaf as they work toward solving problems and reducing barriers in the field. Independent research will showcase a special issue or problem in Deaf Education. Students will draw from their knowledge and experiences accumulated during their preparation through the program, exploration of existing research, and field experience. These research reviews and final products will contribute to a resource library for all programs in the COE. Students will also place a copy of their research project and developed materials in their teaching portfolio at the end of the program.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 643 Instructional Approaches in DHHE

Students will examine pedagogical strategies in several topics, delivery of information, adaptation and development of curriculum and materials. Current research and applicable practices highlighting classroom management approaches are also discussed. Students will discuss accommodations for special populations in deaf classrooms.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 644 Curriculum Methods in Deaf Education

Students will examine multiple instructional methods and curriculum resources through readings, seminars, observation and lectures with faculty. Students will participate in discussions regarding instructional strategies, classroom management, assessment, IEP academic goals and the use of curriculum materials. The primary focus of this course is to align curriculum content with Common Core Standards and make content applicable to learners.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 645 Language and Literacy Applications in Deaf Classrooms

Encourages students to become familiar with English Literacy Development. There is a strong emphasis on Early Literacy Development and topics of discussion will be literacy theories, approaches and research based applications on incorporating literacy in all core subjects.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 646 Assessment Principles and Practices

Students will focus on the use of assessment as a tool for monitoring

student progress in deduction. Formative and summative assessment strategies will be discussed, with the emphasis of reliability and validity in the generation of data. Collection of data to monitor present levels of performance and IEP goals will be discussed. There will be discussion of standardized testing and Common Core State Standards.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 647 Classroom Management in DHHE

Students will examine classroom management strategies, such as modifying the delivery of information, using visual strategies in classroom management. Students will research several different management strategies, and discuss these strategies in working with deaf and hard of hearing populations. Students will discuss accommodations for special populations in deaf classrooms.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 648 Audiology for Educators

Students will explore the mechanisms of hearing and speech. Technological advances in hearing, speech development, and procedures in speech acquisition will be discussed. Topics include audiological and spoken language assessments, methods for use of oracy in the classroom, cochlear implants, hearing aids and other devices and supporting deaf and hard of hearing students with their hearing needs.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 649 Spoken English Development

In this course, students will explore the development of spoken language in typically developing children. How to recognize language delays and/or disorders through language analysis will be discussed in this course. Topics will include: developmental milestones, language assessments, methods for language development in the home and classroom, and supporting children/students with a language delay/disorder with their language needs.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 650 Multiculturalism in Deaf Education

Students will discuss theories of culturally relevant and sustaining pedagogues and multiculturalism. Teacher candidates will learn about varying backgrounds in students, other than deafness. Topics such as race, social class, gender, diverse families and educational abilities will be discussed.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 651 Law and Ethics in Deaf Education

This course is designed to provide teacher candidates an in-depth examination of the current and anticipated ethical issues and dilemmas facing the field of Deaf Education and the role of character education in our society. In this course students will review the educational policy making process and examine the complex web of federal, state, and local laws and principles governing special education with specific application to Deaf Education. Students will learn to apply relevant legal principles to hypothetical situations typical of those that occur in schools that serve students who are Deaf and Hard of Hearing. Students will have opportunities to reflect critically upon the impact and implications of ethical application to legal statutes in education.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 654 Case Management for Itinerant Teachers of the Deaf

This course will assist students in developing the skills associated with effective case management in an itinerant work context. Students will be required to complete a simulated case management project which will include skills related to creating complex schedules for service, travel, and other responsibilities; task planning for student needs, goals, etc.; record keeping and data tracking systems; managing reporting requirements; coordination responsibilities, and general time management and organization skills. Students will learn how to plan and integrate flexibility into their work practice.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 655 Technology in Deaf Education

This course is designed to promote examination of ways in which modern technologies can be integrated effectively in educational settings for the enhancement of teaching, learning, and student engagement. Focus on the benefit to deaf and hard of hearing learners will be integrated into exposure and practice opportunities with current technologies.
Credits: 3
Prerequisite: *Acceptance to DHHE Program*

DHHE 656 Educational Environments for Itinerant Teachers of the Deaf

This course introduces different educational approaches in Deaf and Hard of Hearing Education and professional roles for itinerant teachers of the deaf. The focus of this course is establishing successful collaborative relationships with families, educators and other professionals in diverse roles and settings applicable to the itinerant teacher. Environments and roles include 1:1 instruction settings, pull-out settings, push-in settings, team teaching (co-teaching) roles, advising and consultation roles for teaching professionals and other staff, and the role on the itinerant teacher on the IEP team. Co-teaching as a means of effectively partnering with general educators is highlighted as well as the

importance of staying current with best practices in the field via professional development. Significance is placed on partnerships and networking with other professionals, paraprofessionals and families as team members designing, implementing and evaluating appropriate educational experiences for deaf students with disabilities.
Credits: 3
Prerequisite: *Admission to DHHE Program or consent of instructor*

DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities

Course provides information regarding deaf and hard of hearing students with other disabilities. These needs may include cognitive, emotional, behavioral and physical disabilities. Example topics include ADHD, CHARGE syndrome, Usher's syndrome, autism, learning disabilities or cerebral palsy. Emphasis on assessment, teaching strategies, IEP development and working with parents.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

DHHE 683 Ethical Practices in Working with Deaf and Hard of Hearing Students

The various needs of individual children and their families will be examined. Topics include different linguistic modalities and educational environments in deaf and hard of hearing education.
Credits: 3
Prerequisite: *Acceptance to DHHE Program or consent of instructor*

ES 104 Exploring Earth and Environmental Science

The introductory Earth and Environmental Science courses at WOU explore the processes that formed our dynamic planet and continue to shape Earth's systems and surface environments. This course focuses on the nature of science; processes driven by the interior of Earth, including plate tectonics, earthquakes, and volcanism; introduction to Earth materials and resources; surface environments such as rivers; and human impacts on water resources. Active learning strategies threaded through the lecture portion of the course and inquiry-based labs emphasize scientific reasoning and application of appropriate techniques to define and solve problems.
Three hours of lecture and one two-hour laboratory per week.
Credits: 4
Corequisite: *ES 104L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 104L Lab: Exploring Earth and Environmental Science

To be taken concurrently with ES 104.
Credits: 0
Corequisite: *ES 104*

ES 105 Discoveries in Earth and Environmental Science

This course emphasizes critical thinking through the lens of major scientific discoveries that have advanced human knowledge of Earth and its environments. This course examines significant discoveries that shape understanding of Earth's unique place in the solar system; the age of the Earth; the development of the plate tectonic theory; human impacts on the environment and the global climate; and exploration of catastrophic geologic events that have impacted the Pacific Northwest, with implications for the future sustainability of humans living in the region. Active learning strategies and hands-on exploratory exercises provide students with opportunities to analyze, evaluate, synthesize, and apply information to increase both science literacy and critical thinking skills.
Two hours of lecture and two hours of laboratory per week.
Credits: 4
Corequisite: *ES 105L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 105L Lab: Discoveries in Earth and Environmental Science

To be taken concurrently with ES 105.
Credits: 0
Corequisite: *ES 105*

ES 106 Oceans, Atmosphere and the Environment

The introductory Earth and Environmental Science courses at WOU explore the processes that formed our dynamic planet and continue to shape Earth's systems and surface environments. This course focuses on human impacts to the Earth system, including chemical and physical aspects of water, water pollution, oceanography, the atmosphere, air pollution, meteorology and global climate change, with an emphasis on the diverse environments of Oregon and the Pacific Northwest. Active learning strategies threaded through the lecture portion of the course and inquiry-based labs emphasize scientific reasoning and application of appropriate techniques to define and solve problems.
Three hours of lecture and one two hour laboratory per week.
Credits: 4
Corequisite: *ES 106L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 106L Lab: Oceans, Atmosphere and the Environment

To be taken concurrently with ES 106.
Credits: 0
Corequisite: *ES 106*

ES 201 Principles of Geology

Introductory physical geology course that emphasizes Earth's internal processes. Students will develop content knowledge and gain hands-on experience with a variety of geologic concepts, including plate tectonics, minerals, igneous rocks and processes, volcanism, metamorphism and metamorphic rocks, rock deformation, geologic structures, and earthquakes. The focus is on content that is relevant to the Pacific Northwest.
Three hours of lecture and one two-hour laboratory per week
Credits: 4

Course Descriptions

Corequisite: *ES 201L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 201L Lab: Principles of Geology

To be taken concurrently with ES 201.
Credits: 0
Corequisite: *ES 201*

ES 202 Principles of Geology

Emphasizes Earth surface processes with topics including sedimentary rocks, sedimentary processes, rock weathering, mass wasting, river systems, groundwater, glaciers, deserts and coastal processes.
Three lectures and one two-hour laboratory per week.
Credits: 4
Corequisite: *ES 202L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 202L Lab: Principles of Geology

To be taken concurrently with ES 202.
Credits: 0
Corequisite: *ES 202*

ES 203 Principles of Geology

Explores the origin and dynamics of Earth's interior, surface, ocean, atmospheric and biological systems and critically evaluates topics including the age of the Earth and the origin of life.
Three lectures and one two-hour laboratory per week.
Credits: 4
Corequisite: *ES 203L*
General Education: *Exploring Knowledge: Scientific Perspectives*

ES 203L Lab: Principles of Geology

To be taken concurrently with ES 203.
Credits: 0
Corequisite: *ES 203*

ES 301 Earth Materials

Introduction to the classification, composition, and properties of the materials that compose the Earth, how these materials are studied, and how they are used to interpret Earth history and processes. Course emphasizes common rock-forming minerals in the context of igneous, metamorphic, and sedimentary rocks. Lab work includes the systematic study of rocks and minerals in hand sample and in thin section using petrographic microscopy. Two hours of lecture and two hours of laboratory per week. Additional field trips outside of scheduled class time may be required.
Credits: 4
Prerequisite: *ES 104, ES 201, or consent of instructor*
Corequisite: *ES 301L*

ES 301L Lab: Earth Materials

To be taken concurrently with ES 301.
Credits: 0
Corequisite: *ES 301*

ES 302 Quantitative Methods

Focus on quantitative techniques in geology, applied mathematics, basic statistics, software applications and field technology.
Three hours of lecture, laboratory, and active learning per week. Additional field trips outside of scheduled class time may be required.
Credits: 3
Prerequisite: ES 104 or ES 201 or ES 202 or consent of intructor
Corequisite: *ES 302L*

ES 302L Lab: Quantitative Methods

To be taken concurrently with ES 302.
Credits: 0
Corequisite: *ES 302*

ES 303 Geologic Field Techniques

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 laboratory; required weekend field trips.
Credits: 1
Prerequisite: *ES 203 (may be taken concurrently) or consent of instructor*

ES 320 Medical Geology

Medical Geology involves study of the influence of Earth processes on human health. Focus is on environmental effects in relation to geologic materials, natural hazards, soil, water, and atmosphere.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ES 321 Structural Geology

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.
Credits: 4
Prerequisite: ES 104 or ES 201 or consent of instructor

ES 322 Geomorphology and Aerial Photo Interpretation

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. Supplemental field trips are incorporated as needed.
Four hours of lecture and active learning per week.
Credits: 4
Prerequisite: ES 104 or ES 201 or ES 202 or consent of instructor

Course Descriptions

ES 324 Living With Earthquakes and Volcanoes

Course explores the impact of earthquakes and volcanoes on humans and the environment throughout history. Study the mechanisms that cause earthquakes and volcanoes, threats to people, infrastructure, and natural resources in the western United States, and how technologic advances can be used to mitigate hazards and reduce risk.
Four hours of lecture and active learning per week.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ES 331 Introduction to Oceanography

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.
Credits: 3

ES 340 Geospatial Techniques

Introduction to applied field and laboratory techniques used to capture, store, manipulate, visualize and analyze geospatial data. Geospatial techniques together with remote sensing, geographic information science, Global Positioning System (GPS), cartography, and spatial statistics are applied to understand complex spatial relationships and solve real-world environmental problems.
Four hours of lecture and active learning per week.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ES 341 Geographic Information Systems I

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.
Credits: 4

ES 342 Geographic Information Systems II

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.
Credits: 4
Prerequisite: *ES 341 or consent of instructor*

ES 343 Remote Sensing

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.
Credits: 4
Prerequisite: *ES 341 or consent of instructor*

ES 354 Geology of Earthquakes

Introduction to earthquake phenomena with an emphasis on the impact to people, infrastructure and natural resources in Oregon and the western United States. Course will focus on using seismology to interpret interior of Earth, mechanisms that cause earthquakes, relation to plate tectonics and associated hazards.
Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed.
Credits: 4
Prerequisite: *ES 104, ES 201, or consent of instructor*

ES 360 Earth Resources and the Environment

Focus on the science behind the occurrence, origin, and distribution of energy and mineral resources in the Earth system. Course also considers economic and social issues, as well environmental implications on the use and exploitation of Earth resources.
Four hours of lecture and active learning per week.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ES 390 Basic Meteorology

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.
Credits: 3

ES 401 Research

Terms and hours to be arranged.
Credits: 1-15

ES 406 Special Individual Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

ES 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

ES 450 Petrology

Course Descriptions

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.
Credits: 4
Prerequisite: *ES 104 or ES 201, and ES 301, or consent of instructor*

ES 453 Geology of the Pacific Northwest

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.
Credits: 4
Prerequisite: *A general geology course or consent of instructor*

ES 454 Volcanology

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.
Credits: 4
Prerequisite: *ES 104, ES 201, or consent of instructor*

ES 458 Field Studies in Geology

Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged.
Credits: 1-9

ES 470 River Environments of Oregon

This field course focuses on the geomorphology of select fluvial environments in western and central Oregon (Santiam River, Willamette River, Newberry Volcano, Deschutes River, and Columbia River). The emphasis is on observation and analysis of river processes, deposits and landforms associated with active tectonics, mass wasting, glaciation, volcanism, and flooding. Additional topics include regional geology, hydrology, river classification, surficial mapping, paleohydrology, and river restoration.
Credits: 4
Prerequisite: *ES 202 or consent of instructor*

ES 473 Environmental Geology

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.
Credits: 4
Prerequisite: ES 104 or ES 201 or ES 202 or consent of instructor

ES 476 Hydrology

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.
Four hours of lecture and active learning per week.
Credits: 4
Prerequisite: ES104 or ES106 or ES201or ES202 or consent of instructor

ES 486 Petroleum Geology

Introduction to the principles of petroleum geology and methods used for discovery of oil in the subsurface environment. Topics include historical overview, properties of oil and natural gas, geologic environments, generation and migration, reservoir properties, traps and seals, methods of exploration, drilling techniques and extraction and case studies of classic petroleum-producing regions of the world. Laboratory activities include geologic maps, well log analysis, geophysical logs, seismic stratigraphy and quantitative approaches to geologic problem solving.
Four hours of lecture and active learning per week; supplemental field trips are incorporated as needed.
Credits: 4
Prerequisite: ES104 or ES201 or ES202 or consent of instructor

ES 491 Sedimentary Systems I

Course introduces principles of sedimentary geology essential for students intending to enter careers involving Earth resource exploration, hazard mitigation, environmental science, and others. Course explores the 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.
Four hours of lecture and active learning. Required field trips when possible.
Credits: 4

ES 492 Advanced GIS Applications in Earth Science

Focus on the application of geographic information systems and remote sensing to real-world problems in the Earth Sciences. Emphasis is placed on the use of geospatial technology in analyzing complex spatial relationships and solving real-world environmental problems.
Four hours of lecture and active learning per week.
Credits: 4
Prerequisite: *ES 342 or consent of instructor*

ES 493 Sedimentary Systems II

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. Required field trips when possible.
Credits: 4
Prerequisite: *ES 491 or consent of instructor*

ES 495 GIS Certificate Capstone

Individualized capstone project related to geographic information science. Projects formed by arrangement with instructor and may include internships, independent research and/or professional portfolios.
Two hours of active learning.
Credits: 2
Prerequisite: *ES 340, ES 341, ES 342, and ES 343; or consent of instructor*

ES 497 Senior Seminar

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 and active learning per week.
Credits: 2

ES 508 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

ES 531 Paleobiology

The evolution of terrestrial and marine ecosystems interpreted from the fossil record; the application of paleontological data to resolving problems in earth history. Four hours of lecture and active learning. Offered alternate years. Required field trips.
Credits: 4
Prerequisite: *Consent of instructor*

ES 550 Petrology

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.
Credits: 4
Prerequisite: *ES 104 or ES 201, and ES 301, or consent of instructor*

ES 553 Geology of the Pacific Northwest

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.
Credits: 4
Prerequisite: *A general geology course or consent of instructor*

ES 554 Volcanology

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 Northwest.
Four hours of lecture and active learning per week; supplemental field trips will be incorporated as needed.
Credits: 4
Prerequisite: *ES 104, ES 201, or consent of instructor*

ES 558 Field Studies in Geology

Field excursions to study geology at classic localities in the Pacific Northwest and beyond. Terms and hours to be arranged.
Credits: 1-9

ES 570 River Environments of Oregon

This field course focuses on the geomorphology of select fluvial environments in western and central Oregon (Santiam River, Willamette River, Newberry Volcano, Deschutes River, and Columbia River). The emphasis is on observation and analysis of river processes, deposits and landforms associated with active tectonics, mass wasting, glaciation, volcanism, and flooding. Additional topics include regional geology, hydrology, river classification, surficial mapping, paleohydrology, and river restoration.
Credits: 4

ES 573 Environmental Geology

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.
Credits: 4

ES 576 Hydrology

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.
Four hours of lecture and active learning per week.
Credits: 4

ES 591 Stratigraphy and Depositional Systems

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. Required field trips.
Four hours of lecture and active learning. Offered alternate years. Required field trips.

Course Descriptions

Credits: 4
Prerequisite: *Consent of instructor*

ES 592 Advanced GIS Applications in Earth Science

Focus on the application of geographic information systems and remote sensing to real-world problems in the Earth Sciences. Emphasis is placed on the use of geospatial technology in analyzing complex spatial relationships and solving real-world environmental problems.
Four hours of lecture and active learning per week.
Credits: 4

ES 606 Special Individual Studies

Terms and hours to be arranged.
Credits: 1-15

EC 199 Special Studies

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.
May be repeated for up to 16 credits.
Credits: 1-6

EC 200 Introduction to Economic Perspectives

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.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

EC 201Z Principles of Microeconomics

Examines how consumers and firms make choices when facing scarce resources, and how those choices are related to government policy and market outcomes, such as prices and output.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

EC 202Z Principles of Macroeconomics

Examines the aggregate activity of a market economy, economic growth, inflation, unemployment, and the use of fiscal and monetary policy to address macroeconomic problems.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

EC 311 Intermediate Microeconomics I

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.
Credits: 4
Prerequisite: *EC 201Z, MTH 110 or MTH 111Z, and sophomore standing*

EC 312 Intermediate Microeconomics II

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.
Credits: 4
Prerequisite: *EC 201Z, MTH 110 or MTH 111Z, and sophomore standing*

EC 313 Intermediate Macroeconomics

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.
Credits: 4
Prerequisite: *EC 202Z, MTH 110 or MTH 111Z, and sophomore standing*

EC 315 Econometric Analysis and Report Writing

Basic methods of economic analysis; data sources, collection and presentation with a project to develop these skills. Using economic theory to examine current issues.
Credits: 4
Prerequisite: *EC 201Z and BA 243 or STAT 243Z*

EC 317 Development Economics

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.
Credits: 4
Prerequisite: *EC 201Z or EC 201Z*

EC 318 Money and Banking

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.
Credits: 4
Prerequisite: *EC 201Z and EC 202Z*

EC 319 Public Finance

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.
Credits: 4
Prerequisite: *EC 201Z and EC 202Z*

EC 321 Public Choice Theory

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.
Credits: 4
Prerequisite: *EC 201Z and EC 202Z recommended*

EC 332 Introduction to the Sports Industry

This course is an introduction to the sports industry in North America. You will learn about the major types of sports organizations (professional, intercollegiate, interscholastic, amateur/recreational) as well as the business and economics of the sport industry, some basics of data analytics, sociological perspectives on sports, communication and media in the industry, sport marketing, and ideas about finding employment in the sports industry.
Credits: 4

EC 333 Economics of Professional Sports

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.
Credits: 4
Prerequisite: *EC 201Z, EC 202Z, EC 315, and BA 243 or STAT 243Z*

EC 334 Economics of Collegiate Sports

Applies economic analysis to collegiate sports. Topics include: history and function of the National Collegiate Athletic Association, compensation for collegiate athletes and coaches, academic standards for athletes, corporate sponsorships and the financing of collegiate sports, collegiate sports and the media, gender equity for coaches and athletes and the effects of Title IX legislation.
Credits: 4
Prerequisite: *EC 201Z, EC 202Z, EC 315, and BA 243 or STAT 243Z*

EC 336 Environmental Economics and Public Policy

An economic study of environmental problems with special reference to social welfare and economic efficiency criteria in evaluating the alternative uses of natural resources.
Credits: 4
Prerequisite: *EC 201Z*

EC 340 International Trade

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.
Credits: 4
Prerequisite: *EC 201Z*

EC 344 Labor Economics

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.
Credits: 4
Prerequisite: *EC 201Z and EC 202Z*

EC 365 Economics of Organized Crime

Survey recent scholarly articles and publications concerning the economics of organized crime. Structured around four focus areas: economic methodology used to explain and predict the activities of organized crime; behavior and economic impact of organized crime in Sicily and the U.S.; behavior and economic impact of organized crime in the former Soviet Union; review of recent research on organized crime around the world.
Credits: 4

EC 395 Managerial Economics

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.
Credits: 4
Prerequisite: *EC 201Z; MTH 241 or MTH 251Z or BA 240; and STAT 243Z or BA 243*

EC 396 Game Theory

Introduction to strategic way of thinking and primer on game theory with applications likely to be encountered by business. Topics include: the prisoner's dilemma; dominant and mixed strategies; sequential and simultaneous moves; Nash equilibria; bargaining and collective action; uncertainty and information; threats, promises and negotiated games; and evolution of cooperation.
Credits: 4
Prerequisite: *MTH 110 or MTH 111Z*

EC 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

EC 406 Special Individual Studies

Terms and hours to be arranged. A specialized course of study within the economics discipline developed in consultation with the instructor.
May be repeated for up to 16 credits.
Credits: 1-9

EC 407 Seminar

Course Descriptions

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

EC 409 Practicum

Practical application of economic theory and/or collection of data for theoretical interpretation.
May be repeated for up to 16 credits.
Credits: 3-12

EC 413 Economics and Mathematics Capstone I

To be completed by majors in the Economics and Mathematics Program. Terms to be arranged during the final year of study.
Credits: 2

EC 414 Economics and Mathematics Capstone II

To be completed by majors in the Economics and Mathematics Program. Terms to be arranged during the final year of study.
Credits: 2
Prerequisite: *EC 413 with a grade of C- or better*

EC 441 International Monetary Economics

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.
Credits: 4
Prerequisite: *EC 313 or EC 318*

EC 460 Industrial Organization

Examines the relationship between market structure, the conduct of individual firms and industry performance in the presence and absence of government regulation.
Credits: 4
Prerequisite: *EC 312*

EC 470 History of Economic Thought

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.
Credits: 4
Prerequisite: *EC 201Z,EC 202Z, EC 311, EC 312 and EC 313*

EC 480 Mathematical Economics

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.
Credits: 4
Prerequisite: *EC 311 or EC 312, and EC 313*

EC 495 Econometrics

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.
Credits: 4
Prerequisite: *BA 367 or EC 315 and BA 243 or STAT 243Z*

ED 200 Foundations of Education

Focuses on historical foundations of education; education policy and practice; the system alternatives to public education; legal rights and responsibilities of teachers and students; professional development of teachers; student pluralism; and current issues and effective schools. Course helps participants evaluate their commitment to becoming a professional educator and reflective practitioner who will be able to make informed decisions to enhance the environment for children and youth.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ED 220 Introduction to Early Childhood Education

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ED 224 Creative Arts in Early Childhood Settings (birth-4th grade)

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

ED 231 Typical & Atypical Development

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ED 233 Applied Adolescent Learning and Development

Teacher candidates learn to apply

theories of human development and learning to a variety of classroom settings. Major theories of learning are examined as they apply in elementary/middle through high school grades and instructional decision-making. Teacher candidates seeking licensure at the elementary/middle level can take this class or ED 242.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

ED 235 Literature for the Young Child

This course is a foundational survey of children's literature and focuses on extensive reading of children's literature. Intensive focus will be on selecting literature for infants, toddlers, and preschool-aged children as well as methods for creating early literacy experiences. Course content will consider important early literacy skills including visual literacy, interactive literacy experiences, and thematic connections.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

ED 240 Young Adult Literature in Diverse Classrooms

This course is a foundational survey of young adult literature and focuses on extensive and intensive reading of literature for and about adolescents and young adults. Students will explore various genres, authors, illustrators, styles and movements within young adult literature as well as issues related to diverse experiences and honoring multiple perspectives. Course content will consider the historical development of literature for children and adolescents, literary theory, and current issues and trends in young adult literature.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

ED 242 Applied Children's Learning and Development

Teacher candidates learn to apply theories of human development and learning to a variety of classroom settings. Major theories of learning are examined as they apply in preschool through elementary grades and instructional decision-making.
Credits: 4

ED 245 Designing Early Childhood Environments (birth-4th grade)

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.
Credits: 4

ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature

Exploration of play and literacy as integral components of early learning. Emphasis is placed on the roles of the teacher in observing play and literacy, developing and refining teaching strategies that support and extend children's play and literacy and advocating for play in the early childhood curriculum. Focuses on young children ages birth-4th grade in inclusive early childhood settings. Students will be spending time in the field in inclusive environments.
Credits: 4

ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade)

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ED 259 Special Education and Inclusive Communities

Introductory class provides a survey of models, theories and philosophies that form the basis for special education practices. An overview is provided of legal, social and educational issues in the provision of education and related services for individuals with disabilities from early intervention through transition to adulthood.
Credits: 4

ED 260 Sociopolitical Foundations of the Diverse Classroom

This course explores how cultural, social, and political forces impact issues of access, equity, justice and diversity in educational settings, particularly those that affect K-12 students and their families. Additionally, the course examines educators' roles in promoting culturally sustaining practices and pedagogy.
Credits: 4
Prerequisite: *ED 200*
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

ED 280 Infant and Toddler Development

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.
Credits: 4

Course Descriptions

ED 322 Early Childhood Motor Development and Movement Education

Integrates theory and practice of the foundations of human movement for children from birth through grade 4 in inclusive environments. Content includes the importance of physical activity for young children; recommended physical activity guidelines for varying stages of childhood; connections among children's psycho-motor, cognitive and affective development; dynamic systems and children's motor development and learning; developmentally appropriate movement for children; methods of motor task variation and adaptation for children with varied abilities and disabilities; and contemporary methods for teaching children movement education.
Credits: 3

ED 323 Motor Development in Inclusive Early Childhood Education

This course integrates both theory and practice of motor development and movement for children from birth through grade 4 in inclusive environments. Content includes motor development of young children birth-3, 3-5 and K-4. In addition, content will include the importance of physical activity for young children; recommended physical activity guidelines for varying stages of childhood; developmentally appropriate movement for children; methods of motor task variation and adaptation for children with varied abilities; and contemporary methods for teaching children movement education. Students will learn and evaluate a variety of teacher behaviors specific to physical education and inclusive classroom environments. The facilitation and integration of physical activity throughout children's daily lives and methods for teaching content from other disciplines through movement using developmentally appropriate practices will also be emphasized. A focus of this course is working to intentionally embed activities around these developmental areas into inclusive settings.
Credits: 4

ED 325 Teaching Science and STEM in the Elementary Classroom

Supports the development of pedagogical content knowledge in science by emphasizing content knowledge application of content, planning for instruction and instructional strategies to improve preK-9 learning. Includes strategies related to specific scientific content in state and national science standards, STEM, scientific practices as well as children's learning of science.
Credits: 4
Prerequisite: *GS 325 with a grade of C or better*

ED 342 Learning through Play: Theory, Practice, & Purposes

This course will explore the multiple utilities of play for learning across all developmental domains for diverse young children from birth-8years.. Students will gain a deep understanding of the significance of play through hands-on play workshops for adults. Hands-on experience, guided reflection, and the integration of current trends and research regarding play will enable students to analyze and design intentional play experiences in early learning settings.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

ED 343 Purposes of Play in Learning

This course will explore the multiple utilities of play for learning across all developmental domains for diverse children from birth-8years. Students will gain a deep understanding of the significance of play through hands-on play workshops for adults. Hands-on experience, guided reflection, and the integration of current trends and research regarding play will enable students to analyze and design intentional play experiences in early learning settings.
Credits: 3
General Education: *Foundational Skills: Critical Thinking*

ED 347 Foundations of Early Literacy

This course focuses on research-based developmentally appropriate approaches to supporting early language development and emergent literacy for children in birth to five early childhood environments. The course objectives integrate an understanding of young children's development from birth to five years old with developmentally appropriate and research based strategies for considering early educator-young child interactions, early care and learning experiences, and instructional strategies for emergent readers and writers.
Credits: 4

ED 349 Language Knowledge for the Critical Elementary Practitioner

This course prepares elementary educators to understand the literacy practices of diverse learners by connecting the language of the classroom to the language of the students' culture, place, and community. This course explores the foundational principles of literacy and language and their application to the elementary literacy classroom.
Credits: 4
Prerequisite: *LING 209 or LING 214 or LING 310*

ED 350 Emergent Literacy

This courses focuses on developmentally appropriate approaches to supporting early language development and emergent literacy for children in birth-5yrs. early childhood settings. The course objectives integrate an understanding of young children's development from birth to five years old with developmentally appropriate and research based strategies for considering teacher-child interactions, early care and learning experiences, and instructional strategies for emergent readers and writers.
Credits: 3

Course Descriptions

ED 352 Elementary Social Studies Methods

Supports pedagogical content knowledge in social studies by emphasizing content knowledge, application of content, planning for instruction and instructional strategies to improve preK-9 learning. Includes strategies related to concept attainment, technology and literacy integration and clinical methods.
Credits: 4
Prerequisite: *HST 201Z or HST 202Z or HST 203Z*

ED 353 Elementary Mathematics Methods

Designed to emphasize mathematics content knowledge, application of content, planning for instruction and instructional strategies to improve preK-9 learning, including students of diverse backgrounds and needs. Includes strategies related to mathematics content in state and national standards, STEM and mathematical practices, as well as children's learning of mathematics.
Credits: 4
Prerequisite: *ED 373 , MTH 211, MTH 212, MTH 213 and MTH 396 (may be taken concurrently); ED 353 should be taken during one of the last two terms before entering the ED program*

ED 354 ECE Numeracy & Mathematics

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. ED 354 should be taken during one of the last two terms before entering the Early Childhood Professional ED Core.
Credits: 3

ED 355 Emergent Numeracy & Mathematical Thinking

This course focuses on methods and materials in teaching and assessing 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 preparation for clinical practice.
Credits: 4

ED 367 Inclusive Science & Social Studies in Early Childhood

This course focuses on the study and practice of equitable science and social studies education and exploration for diverse young children in inclusive early childhood settings, focusing on appropriate content, goals, and methods. Students will have the opportunity to design, plan, and implement lesson plans for diverse young children.
Credits: 4

ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade)

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.
Credits: 3

ED 374 Teaching Reading and Writing in the Elementary Classroom

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.
Credits: 4

ED 376 Teaching Science Through STEM Perspectives

Students will learn strategies to bring scientific inquiry to the elementary classroom by using local and community resources to engage in place-based, problem-based learning. Students will engage in life, earth and physical sciences and design equitable and authentic science learning experiences for diverse student populations that build from students' experiences and sense making practices, engage them in the Next Generation Science Standards (NGSS) and use technology to enhance the learning environment.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ED 382 Foundations of Infant Mental Health

This is an introductory course that focuses on the relationship between theory and practice in infant mental health. This course will provide a conceptual framework based on recent brain research, attachment theory and the importance of early relationships. The effects of early stress, trauma and additional psychological and environmental risk factors will be discussed. The course will also examine the long-term societal consequences of negative early childhood experiences.
Credits: 4

ED 383 Introduction and Overview to Infant Mental Health

This is an introductory course on the relationship between theory and practice in infant mental health. This course will provide a conceptual framework based on recent brain research, attachment theory, and the importance of early relationships. The

effects of early stress, trauma and additional psychological and environmental risk factors will be discussed. The course will also examine the long term societal consequences of negative early childhood experiences.
Credits: 3

ED 403 EC Studies Seminar I

This is the first seminar course in a two-term sequence. Focus will begin by exploring the concept of professionalism as it relates to educational leaders, and learning. Early Childhood Studies candidates will be introduce to the NAEYC/DEC candidate expectations and program dispositions, the expectations for each term, and the scoring guides for formative and summative evaluations.
Credits: 1
Prerequisite: *Acceptance in the Early Childhood Studies program*

ED 404 Clinical Experience Seminar I

First seminar in the three-term Professional Education Core supporting clinical experience. Focus is to begin to explore the concept of professionalism as it relates to teaching and learning. Teacher candidates will be introduced to the Clinical Experience Workbook and review the expectations for the term.
Credits: 2

ED 405 Clinical Experience Seminar II

Second seminar in the three-term Professional Education Core supporting clinical experience. Focus is to expand on the concept of professionalism, reflective practice, leadership and collaboration as it relates to teaching and learning. Teacher candidates will refer to the Clinical Experience Workbook and review expectations for the term.
Credits: 2

ED 406 Special Individual Studies

May be repeated for up to 12 credit.
Credits: 1-6

ED 407 Non-Licensure Seminar

In this seminar we will engage in activities, discussions, and assignments that will strengthen our observation and reflection skills in order to increase our understanding of educational / schooling environments. We will collaborate to uncover particular practices and contexts of teaching in an attempt to build a foundation for our future educational work. By reflecting deeply on what we see in classrooms we will begin to develop strong skills in communication, critical thinking, inquiry-based teaching and learning, advocacy, culturally and linguistically responsive practices, and innovative uses of technology as they apply to schooling practices.
Credits: 4

ED 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-15

ED 409 Practicum

Students must obtain a signature from director of field services one term before registering for the following: bilingual education/ESL, early childhood education, educational media, elementary, middle level, high school.
May be repeated for up to 12 credits.
Credits: 1-12

ED 411 Clinical Experience I

Teacher candidates' first experience in a public school setting providing instruction to small groups of students and entire class.
Credits: 3
Prerequisite: *Fully admitted to the Professional Education Core*

ED 412 Clinical Experience II

Teacher candidates' second experience in a public school setting providing instruction to small groups of students and entire class. First assessment of teaching and learning will be completed.
Credits: 3
Prerequisite: *Successful completion of ED 411 and maintaining a 3.0 GPA in education coursework*

ED 418 Assessment, Planning and Instruction

Course enables teacher candidates to apply assessment and instructional strategies in the planning, designing and implementation of instruction within various classroom settings and in different subject areas utilizing the TWS Framework.
Credits: 4

ED 419 Poverty, Young Children, and their Families

This course explores students to the complex impact of poverty on schools, children, and their families. A poverty simulation will be conducted in class to understand the stressors and challenges facing families living in poverty. Strategies that teachers and schools can take to support children and families living in poverty will be discussed.
Credits: 3
Prerequisite: *Junior standing*

ED 422 Early Childhood Studies Clinical Experience I

Emergent early educators' (early childhood studies seniors) first experience in a clinical setting observing, interacting, and engaging in clinical tasks in early education and care settings.
Credits: 3
Prerequisite: *Fully admitted to the Early Childhood Studies Program*

ED 423 Early Childhood Studies Clinical Experience II

Emergent early educators' (early childhood studies seniors) second experience in a clinical setting interacting, engaging, and taking on responsibilities in clinical tasks in early education and care settings.

Course Descriptions

Credits: 3-6
Prerequisite: *Fully admitted to the Early Childhood Studies Program*

ED 424 Early Childhood Studies Clinical Experience III

Emergent early educators' (early childhood studies seniors) third and culminating experience in a clinical setting interacting, engaging, and taking on the majority of responsibility in clinical tasks in early education and care settings.
Credits: 3-6
Prerequisite: *Fully admitted to the Early Childhood Studies Program*

ED 427 Professional Development: Early Childhood Studies Capstone-Work Sample

A culminating course devoted to analyzing and synthesizing knowledge and skills gained through the Early Childhood Studies (ECS) and the ECS major with Early Intervention/Early Childhood Special Education (EI/ECSE) concentration as it applies to inclusive early childhood education. Students will examine teaching and learning through core studies and preparation of their final projects. Students in the EI/ECSE concentration will complete a work sample, and students in the ECS only major will complete a capstone project.
Credits: 3

ED 428 Early Childhood Seminar III: Capstone & Work Sample

This course is the third seminar in a three-term sequence and serves as the culminating experience and final term of the program. It is devoted to analyzing and synthesizing the knowledge and skills gained through the Early Childhood (ECS) and Early Intervention/Early Childhood Special Education (EC-EI/ECSE) Studies major as they apply to inclusive early childhood education. Through core studies and final projects, students examine teaching and learning while completing a comprehensive, student-generated summary of their three-term experience. This includes documentation of demonstrated proficiencies, selected samples of their work as an early educator, reflective analysis of their readiness to enter the field, identification of their special area(s) of expertise, and preparation of culminating projects such as the capstone project (ECS) and final work sample (EC-EI/ECSE). Students also develop a professional development plan to guide their first year(s) of teaching, supporting a thoughtful transition from preparation to practice.
Credits: 4
Prerequisite: *Successful completion of ED 403 and ED 405*

ED 429 Professional Development Seminar III

Final seminar in the three-term Professional Education Core supporting clinical experience. Focus is to support professional development and the transition from teacher candidate to licensed classroom teacher.
Credits: 2

ED 434 Content Pedagogy I

Part of a two-course sequence with ED 436/ED 536, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 3 or 4

ED 436 Content Pedagogy II

Part of a two-course sequence with ED 434/ED 534, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 3 or 4

ED 438 Foundations of Education

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.
Credits: 2

ED 443 Supporting Language, Literacy and Culture

Major theories of language and literacy will be examined as they apply to diverse emergent and developing readers in preschool through elementary grades. Teacher candidates learn how to administer a variety of reading assessments to guide instructional decision-making and design standards-based rationales and lesson plans that differentiate to meet all students' unique needs.
Credits: 4

ED 444 Content Literacy

Course will focus on content area literacy (reading, writing, speaking and listening) for students from early childhood through high school. In-depth examination and application of a standards-based approach to instruction and assessment will be a major focus. Digital literacies will also be explored as a means to present, illuminate and assess content.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

ED 446 Environments for Diverse Learners

Enables teacher candidates to increase awareness of student diversity in P-12 settings. Course explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities.
Credits: 4

ED 447 The Developing Child and the Environment

Studies the developing child's behaviors, attitudes and abilities; integrates the contexts in which a child develops.
Credits: 3

Course Descriptions

ED 448 Early Childhood Curriculum (birth- 4th grade)

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.
Credits: 3

ED 450 Designing and Managing Equitable Classroom Communities

Focuses on best practices that address age level educational issues. Topics covered enable early childhood, elementary, middle and high school teacher candidates to better serve the academic, social and emotional needs of their students.
Credits: 4

ED 453 Music Pedagogy I

Part of a two-course sequence with ED 453/454, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 3

ED 454 Music Pedagogy II

Part of a two-course sequence with ED 453/454, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 3

ED 459 Language and Communication Growth in Diverse Early Learners

This course examines the intricacies of language communication acquisition and development of diverse young children birth to eight years of age. Researched evidence-based assessment and instructional practices that identify language delays and promote language and communication development of diverse young children will be emphasized. In addition, resources and technologies, including assistive technology and augmentative communication to enhance and help develop language and communication will be studied. This course will also explore cultural and linguistic diversity, language delays and disorders, and the importance of adult-child relationships in the role of language and communication acquisition and development.
Credits: 4

ED 460 Communication and Language Development of Diverse Young Children

This course examines the intricacies of language communication acquisition and development of diverse young children birth through eight years of age. Researched evidence-based assessment and instructional practices that identify language delays and promote language and communication development of diverse young children will be emphasized. In addition, resources and technologies, including assistive technology and augmentative communication to enhance and help develop language and communication will be studied. This course will also explore cultural and linguistic diversity, language delays and disorders, and the importance of adult-child relationships in the role of language and communication acquisition and development.
Credits: 3

ED 463 Family Partnerships and Home Visiting in Early Childhood Education

This course explores culturally responsive, family-centered practices and home visiting approaches to support young children from birth to school age across diverse abilities and backgrounds. Emphasizing collaboration between families and professionals, students examine theories and strategies for inclusive and family-centered practice, communication, and interdisciplinary partnership. Through an ecological and family systems lens, the course encourages reflection on cultural context, professional roles, and values in working with families to promote children's development and learning.
Credits: 4

ED 464 Families & Community Involvement in Early Childhood Education

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.
Credits: 3

ED 466 Technology in Inclusive Early Childhood Environments

This course is designed to explore trends, issues and tools related to the use of technology with young children from birth-8 years of all abilities in inclusive settings. Students will gain experience identifying, evaluating and using a variety of technologies that are appropriate for use with young children and their families. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course. This course contains 10 hours of field service work in the area of early childhood (birth-8years).
Credits: 3
General Education: *Integrating Knowledge: Science, Technology, and Society*

ED 467 Inclusive Technology in Early Childhood

This course is designed to explore trends, issues, and tools related to the use of technology with young children ages birth-8 years of all abilities in inclusive settings. Students will gain experience identifying, evaluating and using a variety of technologies that are

appropriate for use with young children and their families. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

ED 470 Home Visiting in Early Childhood

This course explores the use and practice of home visiting in early childhood and early intervention programs as a means of providing services and supports to diverse young children and their families. A variety of home visiting approaches will be explored, with focus on a primary service provider model through an ecological systems lens. As home visiting is an opportunity for providers to work with both young children and their families, an additional focus will include building and maintaining relationships with families, strategies for communication with families, and collaboration across disciplines will be included. Using strategies to promote development and work with children of varying abilities and from diverse backgrounds will also be a key focus of this course.
Credits: 3

ED 471 Collaborative Consultation in Inclusive Early Childhood

This course provides pre-service and in-service early childhood, early intervention/early childhood special educators, and those in related fields with the background, knowledge, communication skills, and practice necessary for collaborative consultation with other professionals and families.
Credits: 3

ED 472 Trauma Informed Practices in Early Childhood

This course will immerse students in theory, research and practice around best-practices in trauma informed practices for our youngest children (birth-8years). Using an ecological systems context, participants of this course will explore the causes and consequences of traumatic experiences within the context of developmental, psychological and neurobiological processes. Students will examine the meaning of trauma within a cultural context, and examine their own personal reactions and potential bias when it comes to their work with young children and families experiencing trauma.
Credits: 3

ED 474 Collaborative Practice in Inclusive Early Childhood

This course provides pre-service and in-service early childhood, early intervention/early childhood special educators, and those in related fields with the background, knowledge and communication skills necessary for collaborative consultation with other professionals and diverse families.
Credits: 4

ED 476 Understanding Poverty & Trauma: Fostering Resiliency in Early Childhood

This course explores the interconnected impacts of poverty and trauma on young children (birth-8 years) and their families. Grounded in theory, research, and evidence-based practice, students will examine how economic hardship and adverse experiences shape development within psychological, neurobiological, and ecological systems contexts. The course emphasizes the ways in which poverty and trauma intersect to influence children's well-being, learning, and behavior, as well as the critical role of early educators in responding with empathy, intentionality, and strength-based practices that nurture resilience in young children and their families. Students will critically analyze the meanings of poverty and trauma within diverse cultural contexts, reflect on their own perspectives and potential biases, and develop strategies to create trauma-informed, equity-focused early learning environments that foster healing, resilience, and long-term well-being.
Credits: 4

ED 479 Fostering Biliteracy in ESOL/Bilingual Classrooms: Latin America

Explores the relationship between first and second language literacy and between oral and written language skills. It also examines ESOL and bilingual literacy teaching strategies for different language proficiency levels, as well as materials, classroom organizational structures and assessment tools. Approaches for literacy development that bridge experiential and cultural differences are emphasized, including multicultural literature and family involvement in the learning process.
Credits: 4

ED 481 Introduction to Principles & Practices of ESOL and Bilingual Education

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 multilingual learners at different proficiency levels to access grade-level content while developing skills in academic and social language.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

ED 482 Sociopolitical Foundations of ESOL and Bilingual Education

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.
Credits: 4
Prerequisite: *ED 481*

ED 483 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom

Explores the concept of culture and its manifestation in society, the community and the classroom.

Course Descriptions

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.
Credits: 4
Prerequisite: *ED 481*

ED 484 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom

Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education.
Credits: 4
Prerequisite: *ED 481*

ED 485 Early Childhood Education: Leadership and Administration

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.
Credits: 3

ED 489 Leadership in Early Childhood

In this course early childhood teacher candidates will develop knowledge and competencies in the area of educational leadership, including diverse and inclusive early childhood programs for children birth to 8years, professionalism, ethics, and social policy.
Credits: 4

ED 491 Instructional and Assessment Approaches for ESOL and Bilingual Learners

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of multilingual learners.
Credits: 4
Prerequisite: *ED 481*

ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings

Theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills, language functions, meaningful grammatical forms and vocabulary through content based lessons.
Credits: 3
Prerequisite: *ED 481. In addition, students must complete two of the following three courses before enrolling in ED 492: ED 482, ED 483, ED 484*

ED 498 Clinical Experience III

Teacher candidates' final and full-time experience in a public school setting providing instruction to an entire class. Second assessment of teaching and learning will be completed.
Credits: 10
Prerequisite: *Successful completion of ED 412 and maintaining a 3.0 GPA in Education coursework*

ED 507 Seminar

Terms and hours to be arranged. May be repeated for up to 12 credits.
Credits: 1-15

ED 534 Content Pedagogy I

Part of a two-course sequence with ED 436/ED 536, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 4

ED 536 Content Pedagogy II

Part of a two-course sequence with ED 434/ED 534, this course is designed to emphasize content knowledge, application of content, planning for instruction and instructional strategies to improve 3-12 grade learning, including students of diverse backgrounds and needs.
Credits: 4

ED 547 The Developing Child and the Environment

Studies the developing child's behaviors, attitudes and abilities; integrates the contexts in which a child develops.
Credits: 3

ED 553 Music Pedagogy I

Part of a two-course sequence with ED 454/554, this course is designed to emphasize music content knowledge, application of music content, planning for instruction and instructional strategies to improve learning, including students of diverse backgrounds and needs.
Credits: 3

ED 554 Music Pedagogy II

Part of a two-course sequence with ED 453/553, this course is designed to emphasize music content knowledge, application of music content, planning for instruction and instructional strategies to improve learning, including students of diverse backgrounds and needs.
Credits: 3

ED 559 Language & Communication Growth in Diverse Early Learners

This course examines the intricacies of language communication acquisition and development of diverse young children birth through eight years of age. Researched evidence-based assessment and instructional practices that identify language delays and promote language and communication development of diverse young children will be emphasized. In addition, resources and technologies, including assistive technology and augmentative communication to enhance and help develop language and communication will be studied. This course will also explore cultural and linguistic diversity, language delays and disorders, and the importance of adult-child relationships in the role of language

and communication acquisition and development.
Credits: 4

ED 560 Communication and Language Development of Diverse Young Children

This course examines the intricacies of language communication acquisition and development of diverse young children birth through eight years of age. Researched evidence-based assessment and instructional practices that identify language delays and promote language and communication development of diverse young children will be emphasized. In addition, resources and technologies, including assistive technology and augmentative communication to enhance and help develop language and communication will be studied. This course will also explore cultural and linguistic diversity, language delays and disorders, and the importance of adult-child relationships in the role of language and communication acquisition and development.
Credits: 3

ED 563 Family Partnerships and Home Visiting in Early Childhood Education

This course explores culturally responsive, family-centered practices and home visiting approaches to support young children from birth to school age across diverse abilities and backgrounds. Emphasizing collaboration between families and professionals, students examine theories and strategies for inclusive and family-centered practice, communication, and interdisciplinary partnership. Through an ecological and family systems lens, the course encourages reflection on cultural context, professional roles, and values in working with families to promote children's development and learning.
Credits: 4

ED 564 Family and Community Involvement in Early Childhood Education

This course focuses on strategies for developing family and culturally appropriate family-professional partnerships to benefit young children ages birth-4th grade (8yrs) of all abilities. Theories and research that support family-centered practices are explored. The courses also provides a focus on family and professional rights and responsibilities in the special education process. This course takes a family-centered perspective an emphasizes the role of collaborative planning with families and caregivers in inclusive environments. Stuents are expected to become familiar with the cultural context of the families with whom they are working an to consider ways in which their own socio-cultural context influences their work with families. To increase understanding of family perspectives, the impact of exceptionality on the family is stuies within the framework of family systems theory, functions, and the life cycle of the family. This course requires students to examine their values and beliefs about working with families, to challenge their assumptions, and to critically analyze their professional roles in working with families.
Credits: 3

ED 566 Technology in Inclusive Early Childhood

This course is designed to explore trends, issues, and tools related to the use of technology with young children ages birth-8 years of all abilities in inclusive settings. Students will gain experience identifying, evaluating and using a variety of technologies that are appropriate for use with young children and their families. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course. This course contains 10 hours of field service work in the area of early childhood (birth-8years).
Credits: 3

ED 567 Inclusive Technology in Early Childhood

This course is designed to explore trends, issues, and tools related to the use of technology with young children ages birth-8 years of all abilities in inclusive settings. Students will gain experience identifying, evaluating and using a variety of technologies that are appropriate for use with young children and their families. The evaluation and use of assistive technology to support learners of all abilities is an integral component of this course.
Credits: 4

ED 570 Home Visiting in Early Childhood

This course explores the use and practice of home visiting in early childhood and early intervention programs as a means of providing services and supports to diverse young children and their families. A variety of home visiting approaches will be explored, with focus on a primary service provider model through an ecological systems lens. As home visiting is an opportunity for providers to work with both young children and their families, an additional focus will include building and maintaining relationships with families, strategies for communication with families, and collaboration across disciplines will be included. Using strategies to promote development and work with children of varying abilities and from diverse background will also be a key focus of this course.
Credits: 3

ED 571 Collaborative Consultation in Inclusive Early Childhood

This course provides pre-service and in-service early childhood, early intervention/early childhood special educators, and those in related fields with the background, knowledge, communication skills, and practice necessary for collaborative consultation with other professionals and families.
Credits: 3

ED 572 Trauma Informed Practices in Early Childhood

This course will immerse students in theory, research and practice around best-practices in trauma informed practices for our youngest children (birth-8years). Using an ecological systems context, participants of this course will explore the causes and

consequences of traumatic experiences within the context of developmental, psychological and neurobiological processes. Students will examine the meaning of trauma within a cultural context, and examine their own personal reactions and potential bias when it comes to their work with young children and families experiencing trauma.
Credits: 3

ED 574 Collaborative Practices in Inclusive Early Childhood

This course provides pre-service and in-service early childhood, early intervention/early childhood special educators, and those in related fields with the background, knowledge and communication skills necessary for collaborative consultation with other professionals and families.
Credits: 4

ED 576 Understanding Poverty & Trauma: Fostering Resiliency in Early Childhood

This course explores the interconnected impacts of poverty and trauma on young children (birth-8 years) and their families. Grounded in theory, research, and evidence-based practice, students will examine how economic hardship and adverse experiences shape development within psychological, neurobiological, and ecological systems contexts. The course emphasizes the ways in which poverty and trauma intersect to influence children's well-being, learning, and behavior, as well as the critical role of early educators in responding with empathy, intentionality, and strength-based practices that nurture resilience in young children and their families. Students will critically analyze the meanings of poverty and trauma within diverse cultural contexts, reflect on their own perspectives and potential biases, and develop strategies to create trauma-informed, equity-focused early learning environments that foster healing, resilience, and long-term well-being.
Credits: 4

ED 581 Introduction to Principles & Practices of ESOL and Bilingual Education

This course explores the foundational principles of inclusive education for multilingual students. Topics include principles of second language learning, instructional practices that support multilingual students in accessing academic language in the content classroom, equity and advocacy for linguistically diverse students and their families, and differentiation of instruction in the linguistically and culturally diverse classroom.
Credits: 4

ED 582 Sociopolitical Foundations of ESOL and Bilingual Education

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.
Credits: 4
Prerequisite: *ED 481 or ED 581*

ED 583 Fostering Cultural and Community Connections in the ESOL and Bilingual Classroom

Explores the concept of culture and its manifestation in society, the community and the ESOL/bilingual 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.
Credits: 4
Prerequisite: *ED 481 or ED 581*

ED 584 Language Acquisition and Educational Linguistics in the ESOL and Bilingual Classroom

Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education.
Credits: 4
Prerequisite: *ED 481 or ED 581*

ED 585 Early Childhood Education: Leadership and Administration

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.
Credits: 3

ED 589 Leadership in Early Childhood

In this course early childhood teacher candidates and graduate early childhood educators will develop knowledge and competencies in the area of educational leadership, including inclusive early childhood programs for children birth to 8years, professionalism, ethics, and social policy.
Credits: 4

ED 590 Responsive and Reflective Social Emotional Practices

This course is the second in the sequence of three SEL certificate courses and will build upon the foundational elements outlined in Foundations of Social Emotional Learning. This course will focus on understanding and implementing trauma-informed practices as they align with CASEL's framework, as well as provides opportunities to explore ways to reflect upon and respond to student needs using a variety of interventions.
Credits: 4
Prerequisite: Admission as a grad student at WOU.

ED 591 Instructional and Assessment Approaches for ESOL and Bilingual Learners

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize

the academic achievement and language development of multilingual students.
Credits: 4
Prerequisite: *ED 581*

ED 603 Thesis, Professional Project or Field Study

Terms and hours to be arranged.
Credits: 3-9

ED 604 Professional Project Planning

This is the first part of the professional project. Students will work with their course instructor to select, develop and plan a professional project. The student identifies a problem or area of interest, reviews and develops a focused literature review based on applicable literature, research or theory, and creates a detailed project plan proposal. The project plan proposal is submitted to the student's graduate advisory project committee for approval and then submitted to the Graduate Office for final approval.
Credits: 4

ED 605 Professional Project Implementation

The student completes the project proposed in ED 604 following a timeline of expected completion dates. The project is supervised by the course instructor. Students present their project and reflect on their learning of the process, product and project implementation.
Credits: 4
Prerequisite: *ED 604*

ED 606 Special Individualized Study

Terms and hours to be arranged.
Credits: 1-15

ED 607 Seminar

Terms and hours to be arranged.
Credits: 1-8

ED 608 Workshop

Terms and hours to be arranged.
Credits: 1-15

ED 609 Practicum

This course is a practicum experience in PK-12 schools (for licensed teachers) or other educational settings. Specific course requirements vary by graduate program; please contact your adviser for specific requirements and/or program prerequisites before enrolling.
May be repeated once for credit.
Credits: 1-15

ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility

This course examines the unique needs of the adult learner by critically examining relevant learning theories as well as instructional design practices. Students will examine prevailing institutional constructs and investigate the validity of those constructs by considering the latest neurological and cognitive studies that apply to adult learning. Students will examine dynamics that lead to adult learning success, develop an understanding of adult learning theory, and begin to prepare instructional practices that lead to empowered possibility for both the adult learner and the adult educator.
Credits: 4

ED 611 Theories of Teaching and Learning

Examines how theories of teaching and learning and research aligns and impacts educational practices. Major theories of learning and teaching and their applications in education will be explored. Students will investigate a topic of interest regarding teaching and learning based on reviews of current research studies.
Credits: 4

ED 613 Inclusive Practices in Diverse Early Childhood Environments

This course focuses on an in-depth exploration of the history of and approaches to inclusion in diverse early childhood settings. Students will learn the philosophical background to inclusion, examine, challenge and unpack assumptions (personal, professional and social) around inclusive practices and disability in general. In addition, students will explore contemporary issues related to inclusion as it relates to early childhood programs, as well as diverse young children and their families.
Credits: 3

ED 614 Practicum

This course is the first in a series of three practicum experiences in PK-12 schools. During the pre-service practicum, teacher candidates will be on site approximately four hours every day. The practicum begins and ends with the start and finish dates of the university term. During this term, teacher candidates will have the opportunity to tutor small groups and/or individual students. There will also be one specified week during the term when the teacher candidate will spend five consecutive days in the classroom where they will plan, teach and assess a unit of instruction implementing edTPA expectations. The teacher candidate will also become familiar with the workings of a public school by meeting with school personnel, attending faculty meetings and extracurricular activities, and participating in the mentor teacher's assigned duties.
May be repeated once for credit.
Credits: 3

ED 616 M.A.T. Clinical Experience II

Students will continue their field work from the previous term. During this extended student teaching practicum, a work sample will be produced.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 618 The (R)evolution of Multicultural Education

This course provides an in-depth

exploration of multicultural education, with a particular focus on how systemic racism and culturally deficit paradigms hinder the academic success of many ethnically diverse students of Color in U.S. K-12 schools. Additionally, the course examines how culturally responsive, culturally relevant, and hip-hop pedagogies can serve as effective frameworks for fostering equitable teaching and learning environments for all students.
Credits: 4
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 619 Technology in an Equitable and Inclusive Early Childhood Environment

This course is designed for participants who are interested in working in inclusive early childhood settings (birth-8years). Students in this class will explore trends, issues and tools related to the use of technology with diverse young children ages birth-8years 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 and augmentative communication devices to support diverse learners of all abilities is an integral component of this course. In addition, students will research and learn about how access to and opportunity to use technology is a social justice issue for diverse young children, their families and the staff who work with them. Although not a primary objective of this course, technology as a tool to support educators in their role will also be addressed.
Credits: 3

ED 622 Curriculum Cycle: Assessment for Planning

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.
Credits: 4

ED 623 Developmentally Appropriate Classroom Management

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.
Credits: 4

ED 624 Rethinking Special Education

In-depth study of the diverse students in today's K-12 classrooms with a focus on preparing teacher candidates to become reflective practitioners serving diverse communities of learners, including, but not limited to students with identified disabilities, students with individualized educational plans, and students identified as TAG (Talented and Gifted).
Credits: 4

ED 628 Teaching Reading and Writing Across the Disciplines

This course will explore best practices for teaching reading and writing across the disciplines for PK-12 educators. This course will focus on issues surrounding reading and writing development to include: vocabulary, background knowledge, comprehension, grammar and syntax teaching and modeling, writing to learn, and process based writing as outlined by the Common Core Standards and the Oregon Early Literacy Framework. We will examine how literacy informs standards and required content across the disciplines and intersects with content teaching to include science, social studies, math and the arts.
Credits: 4

ED 631 Classroom Strategies for Biliteracy Development

Explores the relationship between first and second language literacy and between oral and written language skills. Examines ESOL and biliteracy teaching strategies for differentiated proficiency levels, as well as materials, classroom organizational structures and assessment tools. Projects encourage participants to become reflective practitioners as they analyze and critique their own beliefs and teaching practices and plan their professional growth.
Credits: 3

ED 632 Cultural, Social and Philosophical Issues in Education

Examines issues of learning and culture from a variety of philosophical perspectives, linking practice to theory and ideology. Students will frame their teaching and learning experiences by examining the role of culture in schooling and learning, specifically diversity and critical perspectives in education.
Credits: 4

ED 633 Educational Research

Introduces the methods and techniques of quantitative, qualitative, action, and mixed methods commonly used in educational research in a variety of education, workplace and community settings. Builds awareness of the range of methods that may be applied to different types of research studies and guidelines that should be used to select appropriate research methods. Includes research resources, ethics, and academic writing.
Credits: 4

ED 635 Action Research

Introduction to the principles and processes of action research, a form of self-reflective inquiry by practitioners used to improve and enrich educational settings. Through the lens of research in their field, participants will target an area of education interest or concern and design a study to

Course Descriptions

explore possible solutions and interventions.
Credits: 4

ED 636 Leadership and Policy in a Diverse Society

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.
Credits: 4

ED 637 Inquiry Into Pedagogy

Supports the development of pedagogy, application of content knowledge, planning for instruction and instructional strategies to improve student learning. Includes strategies related to specific discipline content, practice and state/national standards.
Credits: 4

ED 639 Curriculum and Planning: Work Sample Methodology

Study of current curriculum and governing practice; instruction in planning, design and delivery of courses; and work sample methodology.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 640 Professional Writing in Education

This graduate course provides education professionals with hands-on experience writing for diverse professional contexts. Students practice composing scholarly articles, practitioner pieces, professional development materials, and multimedia training resources. Emphasis is placed on APA 7 style, tailoring voice for multiple audiences, collaborative authorship, and creating accessible digital documents. Students engage in scaffolded exercises, peer review, and multimedia projects to build professional writing skills adaptable to varied educational settings.
May be repeated for total of 8 credits if theme is different.
Credits: 4
Prerequisite: *ED 633*

ED 641 Theories of Bilingualism

Focuses on theories of language acquisition and their application to the classroom. Explores topics such as language ideology, learners' linguistic capitals, translanguaging, contrastive analysis, language transfer and metalinguistic strategies. Participants engage in linguistic analysis and consider classroom practices that maximize dual language learning, development and use.
Credits: 3

ED 642 Curriculum, Assessment, Instruction, and Reflection

This course examines curriculum, assessment, instruction, and reflection practices within standards-based education and school collaborative teams. Students will learn to apply research-based strategies in assessment and instruction within various classroom settings and in different subject areas. Students learn to use reflection as a tool for removing barriers to student achievement for all learners and how assessment data is used to drive decision making that can lead to improved student performance.
Credits: 3
Prerequisite: *Acceptance to the Elementary MAT Program*

ED 643 Foundations of Schooling & Learning

Major theories of learning and children development will be examined as they apply to instructional processes in the early childhood and elementary classroom. The interrelationship among these theories and how they affect instructional processes, such as teaching, learning and lesson planning, will be a primary focus for this course.
Credits: 4

ED 644 Bilingualism in Socio-cultural Contexts

Examines the concept of culture and its manifestation in schools and communities, with an emphasis on dual language/bilingual classrooms in the U.S. Informed by up-to-date theory and research, participants examine socio-cultural and historical forces that impact the educational process. Strategies that capitalize on learning and using cultural and community resources in dual language/bilingual classrooms are emphasized. Partnerships with families, schools and communities are an important focus.
Credits: 3

ED 645 Instruction and Assessment in Dual Language/Bilingual Settings

Focuses on curriculum development, assessment practices and design of materials for dual language and bilingual classrooms. Informed by current research and theory, participants plan, develop and implement instructional strategies and assessment tools that foster academic and linguistic development. Projects encourage participants to become reflective practitioners, as they critique and analyze their teaching practice in dual language/bilingual settings and plan their professional growth.
Credits: 3

ED 647 Critical Inquiry and Reflective Practice for Dual Language/Bilingual Educators

Examination of educational policies, instructional practices and curricula in dual language/bilingual settings. Participants work to transform their own educational practice as they engage in self-reflection, conduct research, develop advocacy and leadership skills and plan for professional growth.
Credits: 3

ED 648 Advanced Curriculum Design

Historical and philosophical

foundations of curriculum as well as current research, theory and policy in curriculum. Emphasis will include: curriculum frameworks, attention to content area-specific curriculum and learning.
Credits: 4

ED 649 Assessment, Data Literacy, and Learning

Focus is on creating and selecting high quality assessments, integrating assessment practices and results into actions and planning, and building and enhancing data literacy skills related to assessment.
Credits: 4

ED 651 Disciplinary and Digital Literacy

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.
Credits: 4
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 652 Integrating Health and Physical Education

Experiential course provides future elementary classroom teachers with an overview of theory and practice as well as practical methods for integrating health and physical education, movement, and physical activity in the classroom as a means of facilitating conceptual development as well as developing a healthy school and community environment.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 654 Classroom Climate and Environments for Learning

Course content will provide both theoretical understanding and practical application of strategies aimed at creating safe, encouraging, and effective learning environments.
Credits: 3

ED 655 Foundations of Literacy

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.
Credits: 4

ED 657 Professional Seminar I

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.
Credits: 2

ED 658 Professional Seminar II

Students will design and carry out an Action Research project that will culminate in a professional project and capstone experience.
Credits: 2

ED 659 Professional Seminar III

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.
Credits: 4

ED 662 Inquiry into Pedagogy - eMAT STEM

Students will analyze subject-matter specific assessments and instructional practices, including content area literacy, diversity, and technology as they relate to improving learning in the area of STEM (science, technology, engineering, and mathematics).
Credits: 3
Prerequisite: *Accepted into the eMAT pathway and a grade of B- or better in all earlier eMAT courses*

ED 663 Inquiry to Pedagogy (eMAT Math)

In the planning and implementation of strategies and concepts related to math, 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.
Credits: 3
Prerequisite: *Acceptance into the eMAT pathway in term 5 of 8 and a grade of B- or better in all earlier eMAT courses*

ED 664 Transformative Social and Emotional Learning

The final course in a series of three courses is designed to be action-oriented. This course will require educators and school personnel to participate in critical self-reflection in order to create safe school climates that support the well-being of all staff and students, promote school-wide cultures of acceptance and increase understanding of evidence-based instructional strategies that align with Social Emotional Learning and equity. Regardless of the programs and practices currently being implemented participants will become better equipped to implement a wide range of SEL instructional and implementation methods and create actionable and applicable plans. Transformative SEL will aid practitioners in social justice-oriented teaching practices and help educators utilize culture, identity, agency and belonging to create access to the five core SEL competencies.
Credits: 4

ED 665 Reading and Writing Through Children's Literature

This course is a foundational survey of children's literature and its impact on children's literacy development in the

elementary grades. Students will explore various genres, authors, illustrators, styles and movements within children's literature as well as resources available for choosing and using quality literature with young people. Practical methodological approaches to encouraging children's reading and writing development will be embedded within a genre study approach. Particular emphasis will be placed on mentor text and craft analysis approaches to teaching writing and the writing process.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 667 Supporting Language and Literacy Development

This course provides a scientifically-based foundation in the cognitive, sociocultural, linguistic, and motivational influences on literacy and language development in the PK and elementary grades, with a focus on fundamental principles and concepts of the structure of language and building a deep understanding of the relationship of phonemic awareness and the phonological system of language to the reading process. Students will learn key reading research foundations needed to understand how reading develops, how to effectively organize for structured literacy instruction, and research-based methods and strategies used to teach literacy skills to diverse learners in an equitable and culturally responsive way.
Credits: 4

ED 668 Assessment in Reading Instruction

Explores current research in best practices in literacy assessment. This course will focus on identification, diagnostic and corrective techniques in reading for the classroom teacher, reading specialist, and/or literacy coach. 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. Continual emphasis will be placed upon the importance of aligning assessment methods with instruction, research, and equitable practices.
Credits: 4
Prerequisite: *Six credits of reading education coursework or consent of instructor*

ED 669 Content Pedagogy

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.
Credits: 2
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 672 Literacy Leadership and Program Planning

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.
Credits: 4

ED 673 Mathematics Leadership in K-8 Schools

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.
Credits: 3
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 674 Integrating the Creative Arts

Focuses on integrating a variety of areas of the creative arts into the elementary classroom, including visual arts, music, drama, and dance. The importance of fostering creativity and designing an environment for playful exploration of the arts as well as integrating the arts into literacy and other content area connections will be explored.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 677 Effective Instructional Practices

Focus is on evidence-based practices and research supported strategies. Includes instructional strategies that are culturally responsive, cross disciplinary and differentiated.
Credits: 4

ED 680 Psychology of Reading Instruction

An advanced course in the teaching of reading that examines the fundamental nature of the reading process and the causes of difficulty in learning to read, based upon the science of reading. Course content examines reading difficulties including culturally and linguistically diverse perspectives in the diagnosis and implementation of instruction. An examination of current issues in teaching children to read based upon recent research in cognitive science.
Credits: 4

ED 685 The Word and the World: Supporting All Learners Through Language and Literacy

Major theories of language and literacy will be examined as they apply to diverse emergent and developing readers in preschool through elementary grades. Teacher candidates learn how to administer a variety of reading assessments to guide instructional decision-making and design standards-based rationales and lesson plans that differentiate to meet all students' unique needs.
Credits: 3
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

Course Descriptions

ED 686 Capstone and Professional Leadership Seminar I

Students will begin their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project. Introduces the two primary graduate exit requirements: A Teacher Performance Assessment and a Capstone Project.
Two hours of lecture and one two hour lab per week
Credits: 2
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 687 Capstone and Professional Leadership Seminar II

Students continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project.
Two hours of lecture and one two hour lab per week
Credits: 2
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 688 Capstone and Professional Leadership Seminar III

Students continue their engagement in developing a learning community that will support them during their final year of clinical practice and in the development of a reflective, research-based graduate capstone project.
Two hours of lecture and one two hour lab per week
Credits: 2
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 689 Contemporary Children's and Young Adult Literature in the Classroom

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.
Credits: 4

ED 692 English Language Development for ESOL and Bilingual Settings

Focuses on theory, methods and strategies for teaching English Language Development (ELD) in ESOL and bilingual settings. Emphasizes techniques for teaching the four language skills, language functions, meaningful grammatical forms and vocabulary through content-based lessons.
Credits: 3

ED 695 Applied Research Seminar: Leadership Project

Three large group sessions will be held during the term to inform students on career placement and interviewing for a job, application for initial licensure, continuing licensure, liability and the teacher and other special topics.
Credits: 2
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 697 M.A.T. Clinical Experience III

An extended preservice teaching experience within a public school setting in the student's primary level of preparation.
Credits: 1-9
Prerequisite: *Acceptance to M.A.T.: Initial Licensure Program*

ED 698 Foundations of Social Emotional Learning

This course is designed to introduce the fundamentals of social and emotional learning to educators. The course lays the theoretical foundations of children and adolescents' social-emotional learning and wellbeing from cognitive, family and humanistic approaches, and introduces CASEL's framework of social-emotional learning. The course focuses on promoting self-care of teachers, educators and staff working in school settings and advocates integration of social-emotional learning into daily school practices and subject teaching through community building in schools and classrooms, character development, lesson planning and instruction, and family-school collaborations.
Credits: 4

EDLR 611 Principal Leadership in Equity, Inclusion and Cultural Responsiveness

Examines the principal's leadership role in developing, implementing and maintaining equity, inclusive practices and cultural responsiveness at the forefront of the school's mission, vision and values. Investigation into research on, and practice in: how to build inclusive, positive school cultures; the role and importance of a school mission, vision and values; equitable and inequitable practices in education; and cultural responsiveness is studied so that applied leadership skills in these areas are developed to enable participants to serve as the leader of a equitable, inclusive, and culturally responsive school community.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 612 Principal Leadership in Instructional Practices

Principal leadership in the areas of curriculum, instruction and assessment is developed through a comprehensive review of educational research and the application of research to leadership skills. Participants will deepen their knowledge of best instructional practices and systems to serve all students and how different forms of assessment inform instructional decisions. Leadership skills developed include how to use assessment data to inform instruction; how to be an instructional leader of a school who can inspire and motivate staff to improve their instructional practices; and the ability to design, implement and maintain systems to inform and

guide the instructional practices of a school.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 613 Principal Leadership that Supports All Students

Candidates develop the content knowledge and leadership skills needed to ensure that all students receive the academic, behavioral, and emotional supports needed for success. Organizational structures and systems to support all students are investigated and analyzed, enabling to design, implement and maintain supports in a school setting. An approach of asset-based responses to student needs will be presented so candidates learn to develop and implement systems of support that honor the whole child (MTSS systems, inclusive universal first instruction, and federal programs such as T1, T3, migrant, etc.).
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 614 Principal Leadership Promoting Family and Community Engagement

Investigation into family and community engagement models that support inclusive school systems serves as the foundation for this course as candidates develop the knowledge and skills to design and implement engagement strategies built on specific local demographic characteristics and needs. Specific strategies included in this course are ways to identify and engage external stakeholders; cultivating collaboration among staff and stakeholders; and developing two-way communication tools with diverse community members, partners, and other constituencies around shared goals. The course has a dual prong focus-an overview of needs/cultures and tangible learning/application on how to do the work of the school principal.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 615 Principal Leadership in School Improvement and Data Driven Decision-Making

Current research on school improvement models that use effective different data sources to drive educational decisions is presented. Leadership skills developed include the ability to evaluate workplace conditions that support professional learning and collaboration; the ability to evaluate the professional capacity and readiness of staff to implement and use a data-based school improvement cycle; and the ability to evaluate the effectiveness of the improvement process. Leadership development in regard to federal, state, and local accountability measures and the impact they have on school improvement decisions is explored through document study and interactions with current educational leaders.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 616 Principal Leadership in Law, Policies and Social Justice

The impact of federal, state, and local laws, policies, and collective bargaining agreements in leadership decision-making and social justice initiatives at the school level is presented through a combination of document study and learning from the experiences of practicing educational leaders. Communication and collaboration skills associated with laws, policies, and relationships with labor associations; ability to access district resources and personnel to support decision-making; and reflective evaluation of situations and decisions are key takeaways by candidates in this course and will help ensure they are prepared to lead with equity, inclusion and social justice at the forefront of their practice.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 617 Principal Leadership in Human Capital and Resource Management

Principal Leadership in equitable human capital and resource management is developed through a review of research models and an in-depth exposure to real-time experiences of educational leaders. Management of fiscal resources, personnel, organizational systems, and materials through the lens of culturally responsive, inclusive, and equity-driven leadership models is presented to candidates in order to develop the skills needed to effectively manage overall school operations, budget and staff.
Credits: 4
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 618 Principal Practicum Experience I

EDLR 618 is the first practicum experience in a three term practicum cycle. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 618 practicum.
Credits: 4
Prerequisite: Accepted into the Principal License Certificate and into the academic year's cohort.

EDLR 619 Principal Practicum Experience II

EDLR 619 is the second practicum experience in a three term practicum cycle. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 619 practicum.
Credits: 4
Prerequisite: Accepted into the Principal License Certificate and into the academic year's cohort.

Course Descriptions

EDLR 620 Principal Practicum Experience III

EDLR 620 is the third practicum experience in a three term practicum cycle. Clinical practice hours will involve authentic administrative experiences within a building setting at the elementary or secondary level. Principal candidates will meet a minimum of 100 hours of practicum experience during the EDLR 620 practicum.
Credits: 4
Prerequisite: Accepted into the Principal License Certificate and into the academic year's cohort.

EDLR 621 Applied Leadership Project

The applied leadership projects enable candidates to apply licensure program learning to real-life, school-based applications. The design and outcomes of the projects will be decided by the candidate, mentor, and university supervisor. The applied leadership projects may be conducted at any time during the licensure program that best meets the needs of the candidate and the school location where the project is being conducted. The required projects include: (1) Family and community engagement with an equity element, and; (2) Managing change with an equity element. Students can choose option (1) or (2) for this AL Project and then complete the remaining option for the second AL Project in the next AL project course.
Credits: 2
Prerequisite: Accepted into the MSEd Program and into the academic year's cohort

EDLR 622 Applied Leadership Project II

The applied leadership projects enable candidates to apply licensure program learning to real-life, school-based applications. The design and outcomes of the projects will be decided by the candidate, mentor, and university supervisor. The applied leadership projects may be conducted at any time during the licensure program that best meets the needs of the candidate and the school location where the project is being conducted. The required projects include: (1) Family and community engagement with an equity element, and; (2) Managing change with an equity element; for EDLR 622 candidates will complete their second project.
Credits: 2
Prerequisite: EDLR 621 and acceptance into the MSEd Program and into the academic year's cohort

EDLR 699 Topic Seminar in Educational Leadership

This topic seminar supports aspiring K-12 building principals by providing focused learning experiences in key areas of educational leadership and school administration. Seminar topics vary to address candidates' professional needs, licensure requirements, and current challenges in K-12 schools.
May be repeated for credit three times.
Credits: 3-4

ENT 320 Entrepreneurial Finance

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.
Credits: 1
Prerequisite: *BA 211Z (or equivalent)*

ENT 330 Planning and Creating New Ventures

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.
Credits: 4

ENT 350 Small Business Management

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.
Credits: 4

ENT 360 Small Business Marketing

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.
Credits: 4
Prerequisite: *BA 310*

ENT 365 Retailing

Retailing is the business of offering goods and services for sale to end consumers for their own consumption, rather than for resale. This course introduces retailers as part of a product's supply chain; applies marketing concepts and processes (e.g., market segmentation, consumer behavior, marketing mix) to retail strategy; considers decisions that are critical to bricks and mortar stores; and introduces the basics of e-commerce.
Credits: 3
Prerequisite: *BA 310*

ENT 380 Entrepreneurs Today

Students will explore the entrepreneurial process from the viewpoint of successful entrepreneurs. Students will have opportunity to evaluate their own interest and readiness for starting a business.
Credits: 1

ENT 381 Creativity and Entrepreneurs

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.
Credits: 1

Course Descriptions

ENT 382 Innovation and Strategy

Interactive workshop exploring how to take a new idea to fruition, the barriers faced in the implementation stage and how to overcome them.
Credits: 1

ENT 383 Entrepreneurs and Society

Interactive workshop exploring how entrepreneurs face ethical issues and the role of personal values in the development and operation of a small business.
Credits: 1

ENT 384 Going Into Business In Oregon

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.
Credits: 1

ENT 460 Entrepreneurship in Action

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.
Credits: 4
Prerequisite: *ENT 320 or consent of instructor*

ETH 201 Introduction to Ethnic Studies

An introduction to the field of Ethnic Studies including basic elements of race and ethnicity in global, national, and regional dimensions; key concepts such as diversity, assimilation, pluralism, and intersectionality; analysis of the origins of modern racial issues and the relationship between ethnicity and diverse fields and particular ethnic groups.
Credits: 4

ETH 202 Introduction to Cultural Studies

An introduction to the field of Cultural Studies including an exploration of culture in social and individual life. The course will employ a Cultural Studies framework in order to examine the issues such as inequality, domination, identity and resistance.
Credits: 4

ETH 405 Capstone

The Ethnic Studies capstone course is an Individualized Course designed for students to reflect on, demonstrate and apply your knowledge of concepts, insights and professional skills gained over the course of their studies in the context of learning inside and outside the classroom.
Credits: 4
Prerequisite: Ethnic Studies major or minor, or permission of instructor

ETH 407 Seminar

Special seminar topic offerings in the Ethnic Studies discipline. Terms and hours to be arranged.
May be repeated up to 12 credits.
Credits: 1-4

ETH 409 Practicum

Terms and hours to be arranged. Supervised practical experience in a professional ethnic studies field.
May be taken up to 8 credits.
Credits: 4

EXS 230 Foundations of Exercise Science

Introduction to the field of exercise science and its various professional applications. An overview of the sub-disciplines of exercise science will be provided as well as career tracks and opportunities and related professional organizations. Students develop their own philosophies and select a program/career track.
Credits: 4

EXS 243 Outdoor Pursuits & Adventure Based Learning

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.
Credits: 3

EXS 250 Motor Behavior

Study of principles of motor learning and their influence on the learning, retention and performance of motor skills.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

EXS 270 Sociological and Psychological Aspects of Physical Activity

Focus on social and psychological factors associated with physical activity and sport experiences across the lifespan.
Credits: 4

EXS 301 Basic Exercise Science

Acquaints students 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.
Credits: 4

EXS 320 Fitness Programming for General Populations

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).
Credits: 4

Course Descriptions

EXS 345 Foundations of Strength Training and Conditioning

Exposes students to a variety of training methodologies, philosophies and applications. Emphasis is to prepare students with an adequate knowledge base in the area of resistance exercise and conditioning so they may write prescriptive training regimens for specific performance areas.
Credits: 4
Prerequisite: BI 234

EXS 359 Care and Prevention of Athletic Injuries

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 laboratory each week.
Credits: 4

EXS 361 Coaching Youth Sports

Examination of the practices and philosophies involved in coaching and administering youth sports with emphasis on developing practical materials and philosophical goals and strategies.
Credits: 3

EXS 372 Biomechanics

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.
Credits: 4
Prerequisite: BI 231Z and EXS 250 Motor Behavior with at least a C-

EXS 373 Physiology of Exercise

Human physiological response and adaptation to the effects of physical activity, conditioning and training programs. Exercise implications for both health and human performance.
Credits: 4
Prerequisite: BI 231Z, BI 232Z, BI 233Z all with at least a C-; BI 233Z may be taken concurrently.

EXS 376 Introduction to Sport Management

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.
Credits: 3

EXS 383 Kinesiology

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.
Credits: 4
Prerequisite: BI 231Z, BI 232Z, BI 233Z, and EXS 372 with a C- or better

EXS 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

EXS 406 Special Individual Studies

May be repeated for up to 16 credits.
Credits: 1-4

EXS 407 Seminar

May be repeated for up to 16 credits.
Credits: 1-4

EXS 408 Workshop

May be repeated for up to 16 credits.
Credits: 1-4

EXS 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12

EXS 410 Sport Ethics

A study of theories of ethical behavior, moral philosophy and education and their application to issues in sport and athletics.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

EXS 415 Lifespan Motor Development

Provides students with a knowledge base in the study of changes in motor behavior across the lifespan, the processes that underlie these changes and the factors that affect them.
Credits: 4
Prerequisite: *EXS 230, BI 234 , BI 235 and BI 236 , each with a grade of C- or better*

EXS 420 Motor Learning for Coaches

Study of conditions and factors that influence the learning and performance of motor skills with particular attention to those skills having relevance for the coach as orchestrator of learning and retention.
Credits: 4

EXS 423 Sport in Film

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.
Credits: 4

EXS 426 Sports & Exercise Nutrition

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.
Credits: 4

Course Descriptions

EXS 440 Legal Issues in PE and Sport

Familiarizes the students with legal aspects relating to physical education and sport. Student's constitutional rights in the public school setting, as they relate to physical education and sport, with specific attention given to the first, fourth and 14th amendments.
Credits: 3
Prerequisite: *Junior, senior or post baccalaureate standing*

EXS 444 Lifespan Adapted Physical Activity

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.
Credits: 4
Prerequisite: EXS 372 and BI 232Z, both with a C- or better

EXS 453 Pathophysiology and Exercise

This course relates normal body functioning to the physiologic changes that occur as a result of injury and disease, and examines the effects of physical activity on these processes.
Credits: 4
Prerequisite: *BI 234 , BI 235 , and BI 236 with a grade of C- or better*

EXS 455 Physical Activity & Aging

This course will address the consequences of primary and secondary aging from an individual and public health perspective. A focus will be placed on psychological and sociological factors as they relate to adopting and maintaining an active lifestyle. Topics will include; participation in physical activity, functional assessment, and physical activity prescription and programming for older adults with and without chronic disease and/or disability.
Credits: 4
Prerequisite: *EXS 250 and EXS 270 with a grade of C- or better*

EXS 460 Therapeutic Exercises: Foundations and Techniques

Advanced study of exercise principles and techniques for the prevention and rehabilitation of musculoskeletal injuries.
Credits: 4
Prerequisite: EXS 383

EXS 465 Motivational Interviewing

Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking internal motivation for positive behavior change. This course introduces the underlying spirit, principles, and skills of MI. The focus will primarily be on the use of MI by health and fitness professionals. Students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a process for developing proficiency.
Credits: 4
Prerequisite: *Junior standing*

EXS 475 Athletics Coaching and Administration

Provides a foundation for coaching at a variety of levels, and the development of a personal coaching philosophy. This course will explore key coaching principles, applied exercise science concepts, inter/intrapersonal considerations, and examine the evolving role of coaches in current-day athletics.
Credits: 4

EXS 477 Advanced Programming for Sport and Fitness

Beyond traditional exercise programming. This course examines techniques and programs for improved performance in the health and motor skill-related physical fitness.
Credits: 4
Prerequisite: *EXS 373*

EXS 484 Advanced Topics in Biomechanics

Examination of research and practice in biomechanics. Discussion and research topics will vary by term.
Credits: 4
Prerequisite: *Consent of instructor*

EXS 485 Exercise Testing and Prescription

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.
Credits: 4
Prerequisite: *HE 325 and EXS 373*

EXS 486 Advanced Topics in Motor Behavior

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.
Credits: 4
Prerequisite: *EXS 250 or consent of instructor*

EXS 487 Advanced Topics in Physiology of Exercise

In depth examination of the human physiological response to the acute and chronic effects of exercise. Research and discussion topics will vary by term.
Credits: 4
Prerequisite: *BI 234 , BI 235 and BI 236*

EXS 488 Exercise Motivation and Adherence

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.
Credits: 4
Prerequisite: EXS 270 with a C- or better

Course Descriptions

EXS 489 Advanced Topics: Adapted Physical Activity

This course will focus on creating developmentally appropriate physical activity programs for individuals with disabilities. Students will learn to evaluate individuals and design appropriate physical activity programs and recommendations based on individual physical and cognitive needs. These programs may include leisure, recreation, fitness, and/or sport opportunities.
Credits: 4
Prerequisite: *EXS 444 with a grade of C- or better*

EXS 490 Research Methods

This course teaches students from exercise science and related disciplines to locate, read, and interpret primary research articles in the field. The course also provides and introduction to commonly used experimental research designs and statistical analyses while placing a strong emphasis on applications for advancing knowledge in related fields.
Credits: 4

EXS 498 Exercise Science Internship and Capstone

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. In conjunction with the internship, students will demonstrate critical analysis and evidence-based application of professional competencies through the development of a portfolio.
Credits: 4
Prerequisite: *Senior standing; EXS 485 and EXS 477; completion of the exercise science major required core courses; consent of instructor*

EXS 510 Sport Ethics

A study of theories of ethical behavior, moral philosophy and education and their application to issues in sport and athletics.
Credits: 4

EXS 520 Motor Learning for Coaches

Study of conditions and factors that influence the learning and performance of motor skills with particular attention to those skills having relevance for the coach as orchestrator of learning and retention.
Credits: 4

EXS 523 Sport in Film

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.
Credits: 4

EXS 526 Sports and Exercise Nutrition

The study of nutrition as it relates to the demands of exercise and competitive sport. Special emphasis on current research examining the differing needs of population groups and the relationship of diet and exercise to optimal health.
Credits: 4
Prerequisite: *HE 325*

EXS 553 Pathophysiology & Exercise

This course relates normal body functioning to the physiologic changes that occur as a result of injury and disease, and examines the effects of physical activity on these processes.
Credits: 4
Prerequisite: *BI 234 , BI 235 , BI 236 with a grade of C- or better*

EXS 555 Physical Activity & Aging

This course will address the consequences of primary and secondary aging from an individual and public health perspective. A focus will be placed on psychological and sociological factors as they relate to adopting and maintaining an active lifestyle. Topics will include; participation in physical activity, functional assessment, and physical activity prescription and programming for older adults with and without chronic disease and/or disability.
Credits: 4

EXS 565 Motivational Interviewing

Motivational Interviewing (MI) is an evidence-based counseling/communication method designed for evoking internal motivation for positive behavior change. This course introduces the underlying spirit, principles, and skills of MI. The focus will primarily be on the use of MI by health and fitness professionals. Students will be guided through a sequence of learning activities to develop and refine the skills of MI and to begin a process for developing proficiency.
Credits: 4

EXS 575 Athletics Coaching and Administration

Provides a foundation for coaching at a variety of levels, and the development of a personal coaching philosophy. This course will explore key coaching principles, applied exercise science concepts, inter/intrapersonal considerations, and examine the evolving role of coaches in current-day athletics.
Credits: 4

EXS 577 Advanced Programming for Sport & Fitness

Beyond traditional exercise programming. This course examines techniques and programs for improved performance in the health and motor skill-related physical fitness.
Credits: 4
Prerequisite: *EXS 373 or consent of instructor*

EXS 584 Advanced Topics in Biomechanics

The applied focus of this course will be Sports, Exercise, and Rehabilitation

Course Descriptions

Equipment Design, with a theoretical emphasis on the scientific concept of energy in its various forms. Students will gain an advanced understanding of Energy and related biomechanical concepts as applied to design considerations for sports and exercise equipment through review and discussion of various contemporary research articles, evaluation of design features and historical progression of common equipment, and through the development of a research-based project.
Credits: 4
Prerequisite: *Consent of instructor*

EXS 586 Advanced Topics in Motor Behavior

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.
Credits: 4

EXS 587 Advanced Topics in Exercise Physiology

In-depth examination of the human physiological response to the acute and chronic effects of exercise. Research and discussion topics will vary by term.
Credits: 4
Prerequisite: *BI 234 , BI 235 , BI 236*

EXS 588 Exercise Motivation and Adherence

This course will introduce graduate-level students to information concerning interactions among biological, psychological, behavioral, socio-cultural, and environmental determinants that influence the promotion of physical activity to improve health and prevent chronic disease. Prevailing theories and approaches to behavior change will be discussed and critiqued with an emphasis on application in health and exercise-related settings.
Credits: 4
Prerequisite: *EXS 270 or equivalent*

EXS 589 Advanced Topics: Adapted Physical Activity

This course will focus on creating developmentally appropriate physical activity programs for individuals with disabilities. Students will learn to evaluate individuals and design appropriate programs and recommendations based on individual physical and cognitive needs.
Credits: 4
Prerequisite: *EXS 444*

EXS 590 Research Methods

This course teaches students from exercise science and related disciplines to locate, read, and interpret primary research articles in the field. The course also provides an introduction to commonly used experimental research designs and statistical analyses while placing a strong emphasis on applications for advancing knowledge in related fields.
Credits: 4

EXS 606 Special Individual Studies

Terms and hours to be arranged.
Credits: 1-9

EXS 607 Seminar

Terms and hours to be arranged.
Credits: 1-9

EXS 608 Workshop

Terms and hours to be arranged.
Credits: 1-9

EXS 609 Practicum

Terms and hours to be arranged.
Credits: 1-9

EXS 698 Exercise Science Internship

Exercise Science graduate students will demonstrate targeted professional competencies to enhance professional growth, apply new and existing skills, and develop leadership practices under the mentorship and supervision of a qualified exercise science preceptor.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

FS 199 Special Individual Studies

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.
May be repeated for up to 12 credits.
Credits: 1-3
Note: *All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office approximately two weeks prior to registration.*

FS 303 September Experience

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.
Credits: 1-3
Note: *All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office approximately two weeks prior to registration.*

FS 358 Winter Experience

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.
Credits: 1
Note: *All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office*

approximately two weeks prior to registration.

FS 399 Special Studies

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.
May be repeated for up to 12 credits.
Credits: 1-3
Note: *All students must attend an orientation meeting prior to registration to set up placement in a school for this practicum. Information on the time and place will be posted in the RWEC and Academic Advising office approximately two weeks prior to registration.*

FS 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-3

FS 509 Practicum

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-3

FS 600 Seminar I: CTL Project Planning

First course in a three-course series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License (CTL). Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a CTL. Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include how to develop a research question, how to develop and plan data sources and will culminate in the creation of an action plan.
Credits: 2

FS 601 Seminar II: CTL Project Implementation

Second course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License (CTL). Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a CTL. Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include developing and carrying out an action research project within a classroom or other educational setting as well as continued study in advanced assessment and action research strategies and techniques.
Credits: 2

FS 602 Seminar III: CTL Research Results and Reflections

Third course in a three-part series designed for candidates who plan to advance from an Initial Teaching License to a Continuing Teaching License CTL). Candidates will advance through the process of documenting their advanced proficiencies required by TSPC to move from an Initial to a CTL. Course will develop and expand students' understanding of action research and its place within the K-12 classroom. Emphasis in this course will include data analysis, constructing a report of research findings, considering implications of action research and reflection on teaching as a researching profession.
Credits: 2

FLM 406 Special Individual Studies

Term, hours and topics to be arranged with film studies faculty.
May be repeated for up to 16 credits.
Credits: 1-4

FLM 409 Practicum

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.
May be repeated for up to 16 credits.
Credits: 1-4

FYS 107 First Year Seminar: Writing Focused

Seminars focus on topics of general interest while developing key academic foundations (reading, information literacy, creative and critical thinking, technological literacy, and either writing or quantitative literacy). Writing-focused seminars integrate several writing assignments and a variety of types of writing.
Credits: 4
Prerequisite: Freshman or sophomore standing
General Education: *First Year Seminar: Writing Focused*

FYS 207 First Year Seminar: Quantitative Focused

Seminars focus on topics of general interest while developing key academic foundations (reading, information literacy, creative and critical thinking, technological literacy, and either writing or quantitative literacy). Quantitative-focused seminars integrate assignments that require the use and understanding of quantitative information/evidence.
Credits: 4
Prerequisite: Freshman or sophomore standing
General Education: *First Year Seminar: Quantitative Focused*

FR 101 First Year French I

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.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

FR 102 First Year French II

Course Descriptions

Second term of introductory French builds on the skills learned in FR 101. Students continue to grasp the main ideas when listening to a variety of French accents; reading in topics they have studied; building vocabulary; incorporating grammar, vocabulary and culture.
Credits: 4
Prerequisite: *FR 101 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 103 First Year French III

Third term of introductory French. Students learn to talk in past tenses and about traditions of Francophone counterparts. Focus on food, including shopping and eating at home and in restaurants. Also includes geography, weather and the environment. Students continue to expand vocabulary and knowledge.
Credits: 4
Prerequisite: *FR 102 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 110 Introduction to French Literature in Translation

A survey of French literary genres involving works in English translations from a variety of periods.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

FR 200 Basic French Conversation

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 for credit.
Pass-No Credit (P/NC) grading only.
Credits: 1
Prerequisite: *FR 101 or higher or consent of instructor*

FR 201 Second Year French I

Builds fluency with everyday conversation topics (food, shopping, lodging), focusing on vocabulary expansion and review of basic verb forms and sentence structures; both oral/aural and written skills are developed. Further cultural awareness is built through articles, simplified fiction and multimedia elements.
Credits: 4
Prerequisite: *FR 103 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 202 Second Year French II

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.
Credits: 4
Prerequisite: *FR 201 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 203 Second Year French III

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.
Credits: 4
Prerequisite: *FR 202 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 299 Special Studies

Topics and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-12

FR 300 French Table

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 3 credits can apply to the French minor. Pass-No Credit (P/NC) grading only.
Credits: 1
Prerequisite: *FR 202 or higher or consent of instructor*

FR 301 Intermediate French Composition and Phonetics I

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.
Credits: 4
Prerequisite: *FR 203 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

FR 302 Intermediate French Composition and Phonetics II

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.
Credits: 4
Prerequisite: *FR 301 or consent of instructor*

FR 303 Intermediate French Composition and Phonetics III

Students develop nuanced expression and detailed, clear speeches in French. Will engage practical skills such as expressing frustration constructively, writing a resume and job interviews. Phonetics focuses on specific sounds difficult to master. Grammar alternates between difficult concepts and consolidation of basics;

help writing complex well-structured texts. Ongoing study of culture through articles music, movies, literary works, websites, etc.
Credits: 4
Prerequisite: *FR 302 or consent of instructor*

FR 310 Introduction to French Literature

Provides grounding in the basic concepts and development of a variety of French literary styles, periods and genres.
Credits: 3
Prerequisite: *Concurrent enrollment in or completion of FR 302 or higher*

FR 340 Topics in French Arts and Culture

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.
May be repeated twice for credit, if content is different.
Credits: 3
Prerequisite: *FR 203 or higher*

FR 399 Special Studies

Topics and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *FR 203 or higher*

FR 405 Reading and Conference

Topics and hours to be arranged. Up to three credits can apply to French minor.
Credits: 1-3

FR 407 Seminar

Topics and hours to be identified in schedule of classes.
May be repeated for up to 6 credits.
Credits: 3-4
Prerequisite: *FR 301 or higher*

FR 410 Topics in French Language and Literature

In-depth study of an author, period, genre or movement in French or Francophone literature or language study.
May be repeated for credit, if content is different; focus will be identified in the online course offerings.
Credits: 3
Prerequisite: *FR 302 or higher*

FR 416 French Teaching Practicum

Practice in applying language teaching techniques as an assistant in first-year courses; study of language pedagogy.
May be repeated for up to 3 credits.
Credits: 1

FR 440 Topics in French Civilization and Culture

In-depth study of a particular period or an issue that crosses historical periods.
May be repeated for credit, if content is different; focus will be identified in the online course offerings.
Credits: 3
Prerequisite: *FR 302 or higher*

FR 499 Special Studies

Topics and hours to be arranged.
Credits: 1-12
Prerequisite: *FR 301 or higher*

FR 507 Seminar

Topics and hours to be identified in schedule of classes.
May be repeated for up to 6 credits.
Credits: 3-4
Prerequisite: *FR 301 or higher*

FR 510 Topics in French Language and Literature

In-depth study of an author, period, genre or movement in French or Francophone literature or language study.
May be repeated for credit, if content is different; focus will be identified in the online course offerings.
Credits: 3
Prerequisite: *FR 302 or higher*

FR 516 French Teaching Practicum

Practice in applying language teaching techniques as an assistant in first-year courses; study of language pedagogy.
May be repeated for up to 3 credits.
Credits: 1

FR 540 Topics in French Civilization and Culture

In-depth study of a particular period or an issue that crosses historical periods.
May be repeated for credit, if content is different; focus will be identified in the online course offerings.
Credits: 3
Prerequisite: *FR 302 or higher*

GEOG 240 Map & Air Photo Interpretation

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. The course meets for four hours per week and follows an integrated lecture-lab format with 50% of the scheduled class time dedicated to experiential lab-oriented exercises.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

GEOG 370 Human Migration

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.
Credits: 4

GEOG 371 Mexico and Central America

Contemporary physical and human landscapes and their genesis. Areas of

focus include human migration, environmental change and social dynamics.
Credits: 4

GEOG 421 The Changing American West

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.
Credits: 4

GEOG 513 Urban Geography

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.
Credits: 4

GEOG 518 International Trade and Transportation

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.
Credits: 4

GEOG 521 The Changing American West

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.
Credits: 4

GEOG 533 Political Geography

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.
Credits: 4

GEOG 570 Energy, Environment and Society

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.
Credits: 4

GERO 120 Medical Terminology I

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.
Credits: 4

GERO 200 The Aging Self: Your Pathway Through Adulthood

Understanding personal aging pathways through adulthood is often overlooked. This course integrates both an engaging academic understanding and a personal focus on the aging experience and how our personal life choices may determine the trajectories of our aging pathways. Through focused service-learning experiences, an aging pathway project, life course interviews, class discussions, and personal reflection, students will gain an understanding of longevity potential and the real challenges and opportunities that increased longevity presents. We will focus on how our course content may help us to enhance our overall understanding of what it means to age well within our personal, cultural, and societal contexts and how to plan for the future, regardless of where we are situated in our personal life paths.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

GERO 320 Introduction to Aging

Explores the relationships between psychological, physiological, behavioral, cognitive and social aspects of older adults' lives. Topics related to living environments, retirement, social support, family relationships and diseases of older adulthood will be covered.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

GERO 340 Intersectionality: Inequalities and Vulnerabilities in Older Adulthood

As we age, we grow more diverse. When groups differ across such areas as gender, race/ethnicity, socioeconomic status, immigration status, and/or sexual orientation and identity, disparities may result from inequalities that privilege some older adults while disadvantaging others. These differences influence every aspect of our life course. This course addresses aging from an intersectional approach, highlighting how older adults' experiences over time are influenced by their identity and membership within social contexts that situate them within systems of inequalities and related vulnerabilities. We also will learn more about professional options for working with and advocating for older adults in need.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

GERO 350 Chronic Illness and Long-Term Care

With advances in medical science, people are living longer, often with chronic diseases that may impact quality of life. This course will explore numerous issues facing older adults and their families as they cope with chronic and life-limiting illness. It will discuss long-term care systems, policies, and environments for older adults who require additional medical, physical, and social support. It will also include assessment and intervention of

healthcare teams (e.g., social workers, psychologists, nurses). Students will examine cutting edge research and analyze their belief systems regarding these topics.
Credits: 4

GERO 360 Cognitive and Physical Changes in Aging

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.
Credits: 4

GERO 370 Aging and Mental Health

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.
Credits: 4

GERO 406 Special Individual Studies

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.
May be repeated for credit, if content is different.
Credits: 1-6

GERO 407 Seminar

Special topic offerings in the area of gerontology. Terms and hours to be arranged.
May be repeated for credit, if content is different.
Credits: 1-12

GERO 410 Practicum in Gerontology I

Develop personal and professional competencies by participating in a 60-hour field experience. Additional two-hour weekly seminar class is required covering topics related to integration of gerontological content, workplace issues, professional practices and career exploration.
Credits: 4

GERO 411 Practicum in Gerontology II

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.
Credits: 6
Prerequisite: *Gerontology major, GERO 320, another upper division course in Gerontology and grade of C- or better in GERO 410*

GERO 415 Aging in Our Physical and Social Environments

This course explores older adults' changing experiences of their physical and social environments. Physiological, psychological and social changes are related to adjustment within urban and rural contexts, different neighborhoods, and immediate living environments. Students will learn theories of aging and the environment and will explore designs, models, policies and plans that shape our experiences of aging.
Credits: 4

GERO 420 Global Aging

This course explores the phenomenon of global aging and how the lives of older adults are shaped internationally according to the economics, customs, policies, and environments of different regions. We will examine trends that impact all of us on a global level, such as changing demographics, globalization, and climate change, and issues such as social policies and programs in various countries that impact health and longevity, living situations, social roles, and power of older adults compared to other groups in society.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

GERO 425 Reminiscence, Life Review, and Aging

Life reviews stem from self-reflection and may promote well-being in aging as determined through evidence-based research. In this course, students will learn about the goals and types of life reviews as they intersect with aging transitions as well as gain training in qualitative interviewing strategies and techniques. Students will conduct life review interviews with older adults living in various settings and prepare a final life review for distribution to an older adult.
Credits: 4

GERO 450 Special Topics in Aging

Course will focus on advanced topics in the discipline of Gerontology with a focus on aging and health.
Credits: 1-4

GERO 455 Social Ties and Aging

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.
Credits: 4

GERO 460 Housing, Services, and Supports for Older Adults in Their Communities

Continuing to live in the homes and communities of our choosing is one of the most important and most complex components of the aging experience.

Course Descriptions

This course explores the needs and considerations for aging in place, covering topics such as aging across urban, suburban, and rural settings; inequalities in housing access; policies related to home and community-based services; accessibility and housing design; and innovative and emerging independent housing options.
Credits: 4

GERO 462 Special Topics in Aging and Health Care Delivery

Advanced topics in Gerontology with a focus on health care delivery systems.
Credits: 1-4

GERO 465 Introduction to Healthcare Administration

This 4-credit course introduces students to the full scope of responsibilities and required knowledge and skills associated with healthcare administrator positions. Students will be given a broad overview of finance, human resources, risk assessment, crisis management, compliance, internal and external audits, quality assessment/control, performance review and improvement, legal issues, and ethical concerns. Special attention will be focused on healthcare disparities and serving a diverse and aging population.
May be repeated one time for credit.
Credits: 4

GERO 480 Alzheimer's Disease and Other Types of Dementia

This course will provide instruction on effective approaches for providing care to persons living with Alzheimer's disease, other types of dementia and related disorders in residential and care settings. It explores the major types of dementia and symptoms along with ways to support individuals living with dementia in a person-centered, affirming way. It also covers the neuroscience of dementia, risk factors for developing dementia, dementia therapies, and strategies to reduce the risk of developing dementia.
Credits: 4

GERO 484 Death, Dying and Grief

This course involves a lifespan exploration of the meaning of death, dying, and bereavement from a variety of contemporary perspectives. Class members will have the opportunity to examine both societal and professional issues relating to death, dying, and bereavement, as well as their own personal attitudes about death.
Credits: 4

GL 101 First Year German

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.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

GL 102 First Year German

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.
Credits: 4
Prerequisite: *GL 101 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

GL 103 First Year German

Third in a series of three 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 personal history, health and fitness, work, travel and weather. Completion brings students to level A1 of the Common European Framework of Reference (CEFR).
Credits: 4
Prerequisite: *GL 102 or consent of instructor*

GL 110 Introduction to German Literature in Translation

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.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

GL 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 6 credits.
Credits: 1-6

GL 201 Second Year German

First in a series of three courses at the post introductory level. Designed for learners who want to integrate quickly into the daily routine of German-speaking countries. Concentrates on topics, situations and linguistic situations in everyday life. Themes include festivals, friends, family and school.
Credits: 4
Prerequisite: *GL 103 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

GL 202 Second Year German

Second in a series of three courses at the post introductory level. Covers housing, transportation, fashion and leisure.
Credits: 4
Prerequisite: *GL 201 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

GL 203 Second Year German

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).
Credits: 4

Course Descriptions

Prerequisite: *GL 202 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

GL 299 Special Studies

Terms and hours to be arranged.
May be repeated for up to 6 credits.
Credits: 1-6

GL 301 Third Year German

First in a series of three courses at the intermediate level. Topics cover personal descriptions, hotel etiquette, food and historical texts. The series prepares learners for the Deutsch-Test fur Zuwanderer (test for immigrants) and level B1 of the Common European Framework of Reference (CEFR).
Credits: 4
Prerequisite: *GL 203 or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

GL 302 Third Year German

Second in a series of three courses at the intermediate level. Topics cover relationships, medical situations, exercise and shopping dilemmas.
Credits: 4
Prerequisite: *GL 301 or consent of instructor*

GL 303 Third Year German

Third in a series of three courses at the intermediate level. Topics related to the environment, work and lifelong learning. Successful completion allows students to test at level B1 of the Common European Framework of Reference (CEFR).
Credits: 4
Prerequisite: *GL 302 or consent of instructor*

GL 310 German Film and Conversation

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.
Credits: 4

GL 320 Business German

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.
Credits: 3
Prerequisite: *GL 203 (or equivalent) or consent of instructor*

GL 331 German Pronunciation and Phonetics

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.
Credits: 3
Prerequisite: *GL 201 (or equivalent) or consent of instructor*

GL 340 German Culture and Civilization I: From the Romans to the Enlightenment

Historical and cultural study of central Europe from its Roman occupation to the Enlightenment.
Credits: 3
Prerequisite: *GL 203 (or equivalent) or consent of instructor*

GL 341 German Culture and Civilization II: From Classicism to Reunification

Historical and cultural study of Germany from the mid-1700s to 1990.
Credits: 3
Prerequisite: *GL 203 (or equivalent) or consent of instructor*

GL 342 Studies in German Culture and Literature to 1900

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.
Credits: 3
Prerequisite: *GL 203 (or equivalent) or consent of instructor*

GL 343 Studies in German Culture and Literature to 1945

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance).
Credits: 3
Prerequisite: *GL 203 or consent of instructor*

GL 344 Studies in German Culture and Literature to the Present

In-depth study of selected writers, forms and/or themes in German-speaking countries up to the present.
Credits: 3
Prerequisite: *GL 203 or consent of instructor*

GL 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 6 credits.
Credits: 1-6

GL 401 Fourth Year German

The course is designed for students who have reached proficiency level B1 of the Common European Frame of Reference. It draws on student's experiences and creates situations that resemble real life in German-speaking countries. It also promotes independent study of German language and culture. Topics include social interaction and happiness, living arrangements, health and fitness.
Credits: 3
Prerequisite: *GL 303 or consent of instructor*

GL 402 Fourth Year German

The course is designed for students who have reached intermediate level proficiency B1 of the Common European Frame of Reference.
It draws on student's life experiences and creates situations that resemble

real life in German-speaking countries. It promotes independent study of German language and culture. Topics include leisure, lifelong learning, relationships and work/careers.
Credits: 3
Prerequisite: *GL 303 or consent of instructor*

GL 416 Language Teaching Practicum

Practice as a teaching assistant particularly for teachers in training. May be repeated for up to 6 credits.
Credits: 1-2
Prerequisite: *Consent of instructor*

GL 423 Studies in German Language and Literature

In-depth study of a literary figure, genre or other topic related to the study of German language, literature and culture.
May be repeated for credit, if content is different.
Credits: 2-6
Prerequisite: *GL 301 (or equivalent) or consent of instructor*

GL 499 Special Studies

Terms and hours to be arranged.
Credits: 1-12

GL 523 Studies in German Language and Literature

In-depth study of a literary figure, genre or other topic related to the study of German language, literature and culture.
May be repeated for credit, if content is different.
Credits: 2-6
Prerequisite: *GL 301 (or equivalent) or consent of instructor*

GS 107 Seminar

Credits: 1-4

GS 114 Essentials of Physical Science

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.
Credits: 4
Prerequisite: *MTH 111Z*
Corequisite: *GS 114L*

GS 114L Lab: Essentials of Physical Science

To be taken concurrently with GS 114.
Credits: 0
Corequisite: *GS 114*

GS 115 Essentials of Physical Science

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.
Credits: 4
Prerequisite: *MTH 111Z*
Corequisite: *GS 115L*

GS 115L Lab: Essentials of Physical Science

To be taken concurrently with GS 115.
Credits: 0
Corequisite: *GS 115*

GS 116 Essentials of Physical Science

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.
Credits: 4
Prerequisite: *MTH 111Z*
Corequisite: *GS 116L*

GS 116L Lab: Essentials of Physical Science

To be taken concurrently with GS 116.
Credits: 0
Corequisite: *GS 116*

GS 311 Biological Science for Elementary Schools

Concepts, experiences and materials from the biological sciences adaptable to the elementary school.
Two three-hour sessions of combined lecture and laboratory.
Credits: 3
Prerequisite: *Introductory biology course or consent of instructor*

GS 312 Physical Science for Elementary Schools

Concepts, experiences and materials from the physical sciences adaptable to the elementary school.
One lecture, two two-hour laboratories.
Credits: 3

GS 313 Earth Science for Elementary Schools

Concepts, experiences and materials from the Earth sciences adaptable to the elementary school.
One lecture, two two-hour laboratories.
Credits: 3

GS 314 Classroom and Laboratory Resources in Science

Presents techniques for the preparation, handling, storage and disposal of laboratory materials. Topics may include laboratory safety regulations, selection of appropriate student laboratory activities, utilization of online and reference resources for selection of classroom and laboratory materials and basic instrument maintenance.
Two three-hour laboratories per week.
Credits: 2
Prerequisite: *BI 222Z, CH 223Z and MTH 112Z*

Course Descriptions

GS 321 Musical Acoustics

Integrated lecture-demonstration-laboratory approach to the nature of sound and music with direct student involvement. Topics include the nature and perception of sound, acoustical characteristics of music instruments, applications of electronics and architectural acoustics.
Three lectures and one two-hour laboratory.
Credits: 4
Prerequisite: *MTH 105Z (or equivalent)*
Corequisite: *GS 321L*

GS 321L Lab: Musical Acoustics

To be taken concurrently with GS 321.
Credits: 0
Corequisite: *GS 321*

GS 325 Learning Science Through Scientific Practices

Introduces students to learning science through scientific practices of scientific inquiry and engineering design, and the connection of science and technology to everyday lives. Students examine life, Earth and physical sciences content through collaborative learning projects.
Two two-hour sessions per week of combined lecture and laboratory.
Credits: 3
Prerequisite: *Any two General Education Scientific Perspectives classes, or consent of instructor*
General Education: *Integrating Knowledge: Science, Technology, and Society*

GS 342 Coastal Oceanography

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.
Credits: 3
Prerequisite: *ES 104 or ES 331*

GS 351 Elements of Astronomy

A study of the structure and evolution of the universe from an observational perspective. Topics include the night sky, observational techniques, the solar system, stellar and galactic structure and cosmology.
One three-hour lecture.
Credits: 3
Prerequisite: *MTH 105Z (or equivalent)*

GS 401 Research

Terms and hours to be arranged.
Credits: 1-15

GS 406 Special Individual Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

GS 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

GS 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

GS 409 Practicum

Provides the preprofessional experience desired by such professional schools as medicine and physical therapy.
May be repeated for up to 16 credits.
Credits: 1-9

GS 411 History of Science

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.
Credits: 3
Prerequisite: *Two sequences in natural sciences or mathematics or consent of instructor*

GS 420 Selected Field Investigations

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.
Credits: 1-6

GS 424 Astronomy

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.
Credits: 3
Prerequisite: *One year each of college physical science and mathematics*

GS 507 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

GS 511 History of Science

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.
Credits: 3
Prerequisite: *Two sequences in natural sciences or mathematics or consent of instructor*

GS 524 Astronomy

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.
Credits: 3
Prerequisite: *One year each of college physical science and mathematics*

GS 601 Research

Terms and hours to be arranged.
Credits: 1-15

Course Descriptions

GS 606 Special Individual Studies

Terms and hours to be arranged.
Credits: 1-15

GS 607 Seminar

Terms and hours to be arranged.
Credits: 1-15

HE 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

HE 211 Techniques of Relaxation

Instruction and practice of relaxation techniques to include: progressive muscular relaxation, tai chi, yoga and meditation. Examination of the relaxation response relative to health.
Credits: 3

HE 218 Women's Health

This course explores issues related to women, gender, and health from various interdisciplinary and theoretical perspectives. The course also explores how biological, social, cultural, economic, environmental, behavioral, and political factors influence women's health. Throughout the course, concerns including eating disorders, mental health, reproductive health, cancer, sexual violence and cardiovascular diseases will be discussed using different frameworks and will be presented in the context of a woman's life course. Methodological and ethical issues in women's health research will also be discussed.
Credits: 4

HE 227 Community and Public Health

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.
Credits: 4

HE 250 Personal Health

Basic scientific knowledge for healthful living; relation of the health of individuals to family and community welfare and to national vitality and progress.
Credits: 3

HE 257 Health Promotion

The focus of this class will be on developing knowledge and skills that lead to a greater understanding of physical activity, nutrition, and mental health as integrated and essential components to overall health and well-being across the lifespan. Students will learn how to apply evidence-based strategies to optimize their health in the realms of physical activity participation, healthy nutritional habits, and stress management/mental health practices. This class will examine health and well-being using a determinants of health framework. Students will explore physical activity, nutrition, and mental health through an individual, social, and environmental lens as they examine their past, present, and future health behaviors. As a result, students will develop a customized and evidence-based wellness plan guided by individual, social and environmental assessments. This will occur through lecture and experientially-based class sessions.
Credits: 4
General Education: *Foundational Skills: Health Promotion*

HE 265 Biology of Public Health

A public health course that introduces students to the biological systems and malfunctions of those systems that influence human health. The immune, cardiovascular, lymph, gastrointestinal, musculoskeletal, and nervous system will be covered.
Credits: 4

HE 285 Foundations of Health Education

History, theory and practice of health education and promotion. Focus on professional competencies, philosophical, ethical, and behavioral foundations, credentialing, and professional development.
Credits: 4
Prerequisite: *MTH 105Z C- or higher*

HE 325 Nutrition

Overview of components of a healthful diet and determinants of food choices. Focus on interpretation and application of nutrition research.
Credits: 4

HE 329 Health and Human Services

This course is an examination of potential solutions to human problems offered through experience with health and human services agencies and programs. Emphasis will be placed on the coordinated and integrated concepts and strategies that best meet the needs of both client and community.
Credits: 4

HE 330 Theory of Health Promotion

Theory and models of health promotion necessary for planning, implementation and evaluation by health professionals in a variety of settings will be discussed. Emphasis is on research related to determinants of health behavior and health supporting environments, plus strategies and techniques used by professionals to foster human health.
Credits: 4
Prerequisite: HE 227 or *HE 285 with a grade of C- or better or by instructor approval*

HE 333 Diet, Food Systems and Public Health

Food is at the center of many critical public health issues, from hunger to obesity, chronic disease to climate change. This course examines the interactions between food production and consumption, health, and the environment through public health and

food justice lenses. It explores topics such as public health disparities and their structural causes, environmental toxins in the food system, their impact on workers and consumers, and policies that could impact these outcomes in both historical and contemporary contexts. Students will work together to apply classroom knowledge to investigating food sovereignty/food security and health at the neighborhood level in our region (Polk, Marion, Yamhill, Linn, or Benton counties). This course includes field trips and guest lectures to complement readings, assignments, and in-class discussions.
Credits: 4

HE 334 Health Disparities and Social Determinants of Health

This course will use a social ecological framework to provide a broad overview of health disparities in the U.S. and multi-level factors influencing those disparities including the role of social, environmental, institutional and cultural factors in impacting chronic disease, infectious disease, and health promotion. Attention will be focused on the patterned ways in which the health of different groups is embedded in the social, cultural, political, and economic contexts and arrangements of U.S. society.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HE 341 Environmental Health

This is an introductory environmental health course examining population growth, environmentally-linked disease, and health concerns associated with toxic substances, food quality, air pollution, water pollution, noise, solid and hazardous waste, and pesticide use. Scientific topics will studied in a global context, and will be discussed in light of society, technological, and economic systems that impact our collective environment. Environmental issues and problems transcend geographical boundaries and academic disciplines. Therefore, students need to understand the social, economic, political issues that affect the quality and quantity of environmental resources upon which humankind depend.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

HE 343 Introduction to Health Data Analysis and Visualization

This course is an introduction to probability theory as it applies to population health science and the application of statistical inference and data analysis of publicly available health data. Topics include a quantitative study to evaluate and control health outcomes, statistical reasoning, study design, quantitative analysis and inference, statistical and epidemiological methods as well as data visualization to communicate health-related data.
Credits: 4
Prerequisite: *MTH 110 or MTH 111Z or higher with a grade of C- or better or satisfactory score on WOU's math placement test*
General Education: *Foundational Skills: Critical Thinking*

HE 346 Infectious Disease and Injury Prevention

Study of infectious diseases and injuries from a public health and prevention perspective, including demographic, physiological, psychological, social, cultural, political, environmental, healthcare, and economic factors.
Credits: 4

HE 348 Chronic Disease Prevention and Control

Study of the etiology of chronic diseases as a public health problem. Prevention strategies and ways to reduce the burden from chronic diseases, conditions, and risk factors will be discussed.
Credits: 4

HE 351 School Health Programs Elementary

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.
Credits: 4

HE 352 First Aid and CPR Instructor

Instructor training in Community CPR and First Aid leading to Instructor Certification through the National Safety Council.
Credits: 3
Prerequisite: *Each student must pass standard First Aid and CPR certification requirements at the beginning of the course*

HE 360 U.S. Health Care System And Health Policy

This course will focus upon the US Health Care System and Health Care Policy from a public health perspective: including the political, social, cultural and economic issues. The US Health Care system is very complex; provides state of the art care, is the most expensive in the world, and leaves millions without access to providers. The US healthcare system continues to evolve but it is important to understand its impact on public health. This class will examine relevant issues relating to our health care, including: the history of health care in the US, government's role, public health's role, health payors and financing, health law and ethics, service delivery including mental health, outpatient, and long-term care services.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HE 362 Contemporary Health Issues

Analysis of new and emerging issues in health using an ecological model. Focus on human ecology including political, psychosocial, cultural and economic factors.
Credits: 4

Course Descriptions

HE 366 Alcohol, Tobacco and Other Drugs

Examination of the historical, cultural, economic, legal, medical and health factors involved in drug use and abuse in contemporary society.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HE 367 Human Sexuality

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HE 375 Epidemiology

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
Credits: 4
Prerequisite: *MTH 105Z with a grade of C- or better*
General Education: *Foundational Skills: Critical Thinking*

HE 381 Mind/Body Health

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.
Credits: 4

HE 391 Stress Management

Examination of the stress response and the relationship of stress management to health. Analysis and application of stress management strategies using a holistic paradigm.
Credits: 4

HE 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

HE 406 Special Individual Studies

Terms and hours to be arranged.
Credit for HE 406 and HE 407, singly or combined, may not exceed six credit hours
May be repeated for up to 16 credits.
Credits: 1-15

HE 407 Seminar

Terms and hours to be arranged.
Credit for HE 406 and 407, singly or combined, may not exceed six credit hours.
May be repeated for up to 16 credits.
Credits: 1-15

HE 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12

HE 411 Health Communication

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.
Credits: 4

HE 412 Bullying

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.
Credits: 4

HE 413 Complementary and Alternative Medicine

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.
Credits: 4

HE 415 Child and Adolescent Health

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.
Credits: 4

HE 420 Healthy Relationships

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HE 425 Current Issues in Nutrition

Critical examination of current issues and controversies in nutrition. Focus on analysis and interpretation of current nutrition research.
Credits: 4

HE 426 Sports and Exercise Nutrition

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.
Credits: 4
Prerequisite: *HE 325*

HE 428 Poverty and Public Health

This course examines the nature and extent of poverty in the United States, focusing on the causes and consequences of poverty, how these

are complex and intersectional, and its implications for public health. The course also explores how we measured and defined poverty and how poverty conceptions are socially constructed and shaped by history. The course also examines U.S. policies and programs for low-income families, including health-related policies. It looks at how social policies seek to ameliorate poverty and other forms of social disadvantage. Finally, the course explores public health's role in addressing and eliminating poverty through policy and practice.
Credits: 4

HE 434 Diseases

Study of modern concepts of disease, characteristics of common infectious and chronic diseases and practices and programs to prevent and control specific diseases.
Credits: 4

HE 445 Best Practice in ATOD and Sexuality Education

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.
Credits: 4
Prerequisite: *Acceptance to degree program or consent of instructor*

HE 448 Research Methods

Examination of health research including topics of design, methodology, and statistical analysis. Focus on interpretation of health research.
Credits: 4
Prerequisite: HE 375 with grade C- or better or instructor approval

HE 457 Migrant Health

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HE 465 Global Health

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HE 471 Program Planning

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.
Credits: 4
Prerequisite: HE 448 with grade C- or better or instructor approval

HE 484 Mindfulness: The Art of Mindful Living

Interdisciplinary study of mindfulness utilizing history, psychology, philosophy, Eastern religions and education with modern application in the fields of health and medicine.
Credits: 4

HE 485 Bioethics and Public Health

Review of basic ethical theories. Examination of moral principles and decisions associated with medical treatments, technologies, policies and research.
Credits: 4

HE 487 Assessment and Program Evaluation

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.
Credits: 4
Prerequisite: HE 471 with grade C- or better or instructor approval

HE 496 School Health Programs: Methods and Materials

Development and analysis of teaching skills, resources and materials. Focus on standards-based practice and assessment within a coordinated school health program model.
Credits: 4
Prerequisite: *Acceptance to degree program or consent of instructor*

HE 498 Public Health Internship and Capstone

Provides public health 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. In conjunction with the internship, students will demonstrate critical analysis and evidence-based application of professional competencies through the development of a portfolio.
Credits: 8
Prerequisite: *Public Health major, HE 487 with a grade of C- or better*

HE 499 Capstone

Demonstration of professional competencies through the development of an electronic portfolio.
Credits: 4
Prerequisite: *MTH 111Z, HE 227, BI 102, BI 234 , BI 235 , BI 236 , all with a grade of C- or better, and HE 498*

HE 511 Health Communication

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.
Credits: 4

HE 512 Bullying

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.
Credits: 4

HE 513 Complementary and Alternative Medicine

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.
Credits: 4

HE 515 Child and Adolescent Health

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.
Credits: 4

HE 520 Healthy Relationships

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.
Credits: 4

HE 525 Current Issues in Nutrition

Critical examination of current issues and controversies in nutrition. Focus on analysis and interpretation of current nutrition research.
Credits: 4

HE 526 Sports and Exercise Nutrition

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.
Credits: 4
Prerequisite: *HE 325*

HE 534 Diseases

Study of modern concepts of disease, characteristics of common infectious and chronic diseases and practices and programs to prevent and control specific diseases.
Credits: 4

HE 545 Best Practice in ATOD and Sexuality Education

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.
Credits: 4
Prerequisite: *Acceptance to degree program or consent of instructor*

HE 557 Migrant Health

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.
Credits: 4

HE 565 International Health

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.
Credits: 4

HE 571 Program Planning

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.
Credits: 4

HE 573 Biometrics and Research Methods

Examination of health research including topics of design, methodology and statistical analysis. Focus on interpretation of health research.
Credits: 4

HE 584 Mindfulness: The Art of Mindful Living

Interdisciplinary study of mindfulness utilizing history, psychology, philosophy, Eastern religions and education with modern application in the fields of health and medicine.
Credits: 4

HE 585 Bioethics and Public Health

Review of basic ethical theories. Examination of moral principles and decisions associated with medical treatments, technologies, policies and research.
Credits: 4

HE 587 Assessment and Program Evaluation

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.
Credits: 4

HE 603 Thesis

Credits: 1-9

Course Descriptions

HE 606 Special Individual Studies

Terms and hours to be arranged.
Credits: 1-9

HE 607 Seminar

Terms and hours to be arranged.
Credits: 1-9

HE 609 Practicum

Terms and hours to be arranged.
Credits: 1-9

HE 612 Advanced Topics in Health Promotion

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 up to 12 credits.
Credits: 4

HCA 606 Special Individualized Studies

Topics may include at different times: strategic planning, strategic communication, or managerial decision making, healthcare informatics, data visualization, human resources in healthcare organizations, or business negotiations.
May be repeated two times for credit, if content is different.
Credits: 3

HCA 607 Seminar

Topics may include at different times: strategic planning, strategic communication, or managerial decision making, healthcare informatics, data visualization, human resources in healthcare organizations, or business negotiations.
May be repeated nine times for credit, if content is different.
Credits: 3

HCA 621 Healthcare Politics and Policy

This course provides an overview of the U.S. health care system and the policies that influence it. Students will become familiar with the current and ongoing debates that shape health care and health policy in the United States and the role of the federal and state governments in the health care system. Course topics will include the policymaking process, the economics of health care, the ways in which people receive and pay for health care, the major programs that make up the financing and delivery of health care as well as the challenges to the health care system.
Credits: 3

HCA 622 Diversity and Ethical Leadership in Healthcare

This course examines diversity and ethics specific to healthcare, the difference between both concepts and how leaders can make unlikely decisions by bringing a variety of perspectives together to innovate. Topics include culture, groupthink, beneficence, nonlinear thinking, case studies, and discussion facilitation.
Credits: 3

HCA 623 Disparities in Health Care

This course will use a social ecological framework to provide a broad overview of health disparities in the U.S. and multi-level factors influencing those disparities including the role of social, environmental, institutional and cultural factors in impacting chronic disease, infectious disease, and health promotion. Attention will be focused on the patterned ways in which the health of different groups is embedded in the social, cultural, political, and economic contexts and arrangements of U.S. society. Disparities will be discussed relative to race/ethnicity, geography, socioeconomic position, gender, sexual orientation, disability status, migration status, age, religion and spirituality.
Credits: 3

HCA 640 Quality Improvement for Healthcare Leaders

This is an integrative course designed to help leaders diagnose, measure, analyze, and lead and facilitate improvements in healthcare settings. Topics include the opportunity for and drivers of quality improvement in healthcare, the cultural challenges in healthcare settings, a review of commonly used improvement frameworks and principles (including Lean and Highly Reliable Organization), and a review of quality improvement tools and their use (including process mapping, Pareto chart, driver diagram, PDSA cycles, etc), and project implementation and sustainment. Also covered are strategies to overcome leadership challenges specific to quality improvement. Case studies are integrated throughout the content.
Credits: 3

HCA 641 Issues in Rural Healthcare Management

This course will use a social ecological framework to provide a broad overview the ways Rural residents encounter barriers to healthcare that not only limit their sufficient access to health care but also to services that are necessary, appropriate, and available in a timely manner. An adequate supply of healthcare services involves more than access but also includes affordability, transportation, patient health literacy and the impact of stigma on accessing mental health and substance abuse.
Credits: 3

HCA 642 Foundations of Gerontology for Healthcare Administrators

This course explores the foundations of gerontology from a multidisciplinary perspective including psychological, physiological, behavioral, cognitive, and social aspects of older adults' lives. Specifically, topics related to health, social support, long-term care, and chronic disease management for older adults will be covered. Emphasis will be given on how the understanding of aging and older adulthood informs health care practices and organizations.
Credits: 3

Course Descriptions

HCA 643 Advanced Topics in Healthcare

Topics may include at different times: strategic planning, strategic communication, or managerial decision making, healthcare informatics, data visualization, human resources in healthcare organizations or business negotiations.
May be repeated two times for credit, if content is different.
Credits: 3

HST 104 World History: The Ancient and Classical World

Explores the emergence of complex societies (civilizations) and the rise and spread of religions, political systems and economic networks with a focus on Asia, the Mediterranean Basin and the Middle East. May be taken out of sequence.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 105 World History: Expanding Societies

Examines the emergence of well-organized societies with distinct cultural traditions in the Americas, Asia, Europe and Africa after the ancient/classical period. May be taken out of sequence.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 106 World History: The Modern World

Explores the scientific, intellectual, economic, cultural and political movements that have transformed the world in the modern period in the context of imperial expansion and globalization. May be taken out of sequence.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 110 Detecting the Past: Critical Thinking with Historical Sources

This course enables students to gain and apply critical thinking skills by effectively analyzing, synthesizing, and evaluating diverse primary and secondary sources. Each course section will focus on particular historical themes in a given term as indicated in the schedule of courses.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

HST 201Z United States History I

Survey of North America and United States history to the early 1800s: Native America, European colonization, colonial development, origins of slavery, American Revolution, early Republic, and Market Revolution.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 202Z United States History II

Survey of United States history from the early 1800s to the early 1900s: Jacksonian era, expansion, Industrial Revolution, slavery, Civil War, Reconstruction, Gilded Age, Populism, Imperialism, the Progressive Era, and the First World War.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 203Z United States History III

Survey of United States history from the 1920s: Depression and New Deal, the Second World War and Cold War, Civil Rights movements, Neoliberalism, Globalization, and the United States and the world.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

HST 301 Introduction to Historical Research

Introduction to the research methods and writing styles of the discipline of history. Students will learn the methods of primary and secondary source analysis, how to conduct research using libraries, archives and the internet and the process for developing an effective research proposal and research paper. Course prepares students for success in upper division history classes and the Senior Seminar process. Recommended for students who have completed lower division history coursework.
Credits: 4

HST 313 Dissent and Revolution in East Europe

Study of the emergence and nature of opposition and dissent in East-Central Europe from 1945 to the revolutions in 1989. Course explores how playwrights, poets, pacifists, novelists and filmmakers challenged Communist-led governments in the Soviet bloc and formed social movements to promote human rights, environmental protection and religious and artistic freedom.
Credits: 4

HST 400 The Viking World

Terrorizing the locals across four continents with their swift attacks, the Vikings acquired a savage reputation in the minds and stories of their victims. Not only successful raiders, Vikings were also astute merchants, diligent farmers, skilled craftsmen, and savvy political players. Through an array of sources, including archaeological studies, medieval histories, and saga literature, this course examines the Viking presence in Russia, Byzantium, France, Britain, Ireland, and follows their western expansion across the North Atlantic to Iceland, Greenland, and North America. It considers Norse worldviews, literature, and artistic expressions, traces their transition from paganism to Christianity, unravels their political organizations, and delves into daily life and culture in medieval Scandinavia itself. Throughout the course, we will analyze how the

Course Descriptions

Vikings have been (mis)understood and (mis)represented throughout the centuries, and will gain an understanding of how our knowledge of the Vikings is produced.
Credits: 4

HST 402 Reading and Conference

Designed for individual or special studies in a limited area of interest. Guided reading or study in issues, methods, or sources. Terms, hours, and topics to be arranged with designated History faculty.
May be repeated for up to 6 credits.
Credits: 1-6
Prerequisite: *Consent of instructor*

HST 403 Practicum

Students will be placed with private and/or governmental agencies where they will work as a historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.
May be repeated for up to 16 credits.
Credits: 1-6

HST 404 Gender Issues in History, I

In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 405 Gender Issues in History, II

Second course in the sequence. Students will consider the history of women, men and gender relations in the 19th and 20th centuries.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 406 Archival Science

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.
May be repeated for up to 8 credits.
Credits: 4

HST 407 Seminar

Special seminar topic offerings in the history discipline.
May be repeated for up to 16 credits.
Credits: 4

HST 408 Oral History

An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis.
May be repeated for up to 8 credits.
Credits: 4

HST 410 Introduction to Public History

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.
Credits: 4

HST 411 World Problems

Selected historical issues that are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.
Credits: 4

HST 412 Yugoslavia: From Experiment to Collapse

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 414 British History to 1300

First of a two-course sequence that explores the history of Britain from its dim prehistoric beginning to the 18th century. Course investigates the Celtic, Roman, Christian, Anglo-Saxon, Viking, Norman and Plantagenet influences that together created complex identities and shaped the religious and political institutions that affected the daily lives of people in the British Isles. Also considers England's relationships with Ireland, Scotland and Wales, as well as with the wider medieval world. May be taken out of sequence.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 415 British History to the 18th Century

Second of a two-course sequence that explores the history of Britain from its dim prehistoric beginnings to the 18th century. Provides critical analysis of the evolving British society and culture during the crises of famine, plague and war of the late Middle Ages. Explores the early modern transformations of religious practices, government and identity during the Tudor and Stuart dynasties. Considers the contributions of Ireland, Scotland and Wales, concluding with the creation of the United Kingdom. May take British History courses out of sequence.
Credits: 4

HST 417 Topics in African American History

This course examines major topics in African American History. Course may be repeated for credit if content is different.
May be repeated one time.
Credits: 4

HST 418 The Reformation

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.
Credits: 4

HST 419 Early Modern Europe

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.
Credits: 4

HST 420 Philosophies of History

The evolution of the discipline of history as portrayed through the writings of the major historians.
Credits: 4
Prerequisite: *Consent of instructor*

HST 422 Germany: The 19th Century

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved after the aborted revolution of 1848 up to the outbreak of World War I.
Credits: 4

HST 423 Germany 1914 to 1945

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 424 Postwar German History

Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950s and the impact of new social movements of the 1960s, 1970s and 1980s in the West are some key developments that will receive prominent attention.
Credits: 4

HST 425 Modern France: Revolution and Napoleon

The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution and its transformation by Napoleon.
Credits: 4

HST 426 Modern France: 19th Century

The political, economic and social development of France in the 19th century, its changing governments and its attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in its 1789 revolution; its changing international position.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 427 Modern France: 20th Century

France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.
Credits: 4

HST 431 Russia to Peter the Great

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.
Credits: 4

HST 432 Imperial Russia

An examination of Russian history from the formation of the imperial state in the 18th century to the first world war. Focal points of will be the various attempts from above and below to reform and modernize this state.
Credits: 4

HST 433 Soviet Russia

Study of the history and culture of Soviet Russia from the Bolshevik revolution to its collapse in 1991.
Credits: 4

HST 434 Mediterranean Worlds

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 435 Mediterranean Worlds

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.
Credits: 4

HST 436 History of Modern Paris

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

Course Descriptions

HST 437 World War II in Film

Course will examine films from and of the second world war in order to analyze the history, interpretation and reinterpretation of the war.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 438 European Imperialisms

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.
Credits: 4

HST 439 Colonial Cultures

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.
Credits: 4

HST 440 Gender and Colonialism

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.
Credits: 4

HST 441 Decolonization and its Aftermath

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.
Credits: 4

HST 442 America and the Middle East

Examines the history and effects of U.S. policies and intervention in the Middle East in the 20th and 21st centuries.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 443 Jewish North Africa

Examines the history and historiography of Jewish North Africa with an emphasis on the modern era.
Credits: 4

HST 444 Colonial North Africa

Course analyzes the history of North Africa from the French conquest of Algeria in 1830 to decolonization in the 1960s.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 445 Postcolonial North Africa

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.
Credits: 4

HST 446 Pandemics and Crises in Latin America

A study of pandemics and crises, including natural disasters and their social, political and economic impact, in Latin America since pre-colonial times until present days.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

HST 447 The Early Middle Ages

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 448 The High Middle Ages

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 449 The Late Middle Ages

Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 450 Crime and Society in Latin America

Study of the social transformations in Latin America through the prosecution and criminalization of certain behaviors and the role of the state in preserving status quo through the criminal legislation. This course includes public and private matters such as rebellion, illegal trade, and corruption, as well as controlled sexual and family relations, among others.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

Course Descriptions

HST 451 The Crusades

Focuses on the religious and cultural inspiration for the crusading movement as well as its impact in the Middle East and its legacy both in the medieval and modern worlds.
Credits: 4

HST 452 Women and Family in the Middle Ages

Examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.
Credits: 4

HST 453 Pre-Columbian and Colonial Latin America

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 454 History of the Caribbean

The Caribbean has developed its own identity with respect to the continental mainland, marked by the coexistence of multiple races, languages and cultures from the largest islands to the lesser Antilles, and its study is essential to understand the history of the Atlantic World. This course examines the most important events that have affected this region including the indigenous demographic collapse, the African slave system, the center of operations of pirates and outlaws, the Haitian Revolution, the interventions of the United States, and the Cuban Revolution.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 455 Modern Latin America

A study of Latin America since the independence including national revolutions, political and economic problems of the new republics, militarism, industrialization, populism, social revolution, and neoliberalism, until present days.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 456 Mexico Since Independence

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution and modernization.
Credits: 4

HST 457 The Cuban Revolution

The course examines the history of the Cuban Revolution including its causes since the colonial and republican periods, the events that led to its victory during the 1950s and the main political, social, legal and economic reforms under the leadership of Fidel Castro and his successors, until today. The course explores the social transformations in revolutionary Cuba, including migrations, the regional and global impact of the socialist Revolution in the context of the Cold War, and the crisis of the regime since the decade of the 1990s.
Credits: 4

HST 458 History of Inter-American Relations

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin America.
Credits: 4

HST 459 Medieval Saints & Sinners: The History of the Medieval Church

During the Middle Ages, Roman Church shaped the contours of daily experiences-influencing the religious, political, social, and economic life of Europe and defining normative moral behaviors and gender roles for individuals. Nevertheless, study of the medieval Church reveals not a single, monolithic institution but considerable regional diversity in practices and beliefs. This course examines the medieval church, broadly defined, to provide an overview of its institutional structures and hierarchical development, its medieval theology and religious instruction, the process of conversion and popular religious movements, the religious beliefs and practices among monks, nuns, and priests as well as commoners and nobles, and the influences of these beliefs on encounters with non-Christians within medieval society and in the world. This course provides essential background for anyone interested in the medieval period and a foundation for the study of religion in later periods. Course readings concentrate on primary sources from the period but also draw on recent scholarship in the field to shape our discussions and inform student research.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 460 The Black Death

This class focuses on the epidemic that swept across Europe from 1347-52, affecting all those living, regardless of social status, age, gender, or religion. This course explores the nature of the epidemic-the disease itself, its spread, the fear and speculation it caused, and its societal devastation. We will also investigate both immediate and long-term effects on medieval Europe, in terms of daily life, social interactions, treatment of minorities, and the economy. To understand how the epidemic changed western European society for both individuals and for communities, we will consider medieval psychology, scientific knowledge, spirituality, and aesthetics. Finally, we will set the medieval epidemic in its broader context, by discussing problems in studying historical plagues and by looking at more recent epidemic outbreaks, in order to understand how diseases affect human and animal survival, and how environment can be an agent for changing human history.
Credits: 4

Course Descriptions

General Education: *Integrating Knowledge: Science, Technology, and Society*

HST 463 Modern East Asia

Focuses on the historical process that witnessed the modernization of the major Asian civilization of China and Japan. Attention will be given to the different paths each of these countries has taken and the different problems each has faced in the attempt to build a modern state.
Credits: 4

HST 475 Colonial America

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 477 Civil War and Reconstruction

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.
Credits: 4

HST 479 Challenges of Progressive Era America

Examines the visions, limits and challenges of reform in American life in the period 1890-1914.
Credits: 4

HST 480 Topics in Multicultural American History

Special topics in the history of multicultural America.
May be repeated once for credit, if content is different.
Credits: 4

HST 481 American Voices: Autobiography, Biography and Memoir in American History

Provides students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 482 United States 1914-1945

Examines the history of the United States from the period 1914 to 1945 by considering internationalism and nationalism, global and regional conflicts, the economy, gender, race, ethnicity and class, and transformations in American culture and society.
Credits: 4

HST 483 Cold War America

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.
Credits: 4

HST 484 Health, Medicine, Disability and Gender in Historical Perspective

This course presents three key areas of analysis for the study of health, disabiliaty, medicine and gender in historical perspective. The first concerns gendered ideas about sexuality, gender roles, and disability and how these relate to health care in history. The second is a comparative examination of health care providers in different communities. The third is a focus on people as recipients of health care and as health care activists.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

HST 485 Race and Ethnicity in Latin America

Study of the races and ethnicities that have lived, coexisted, and mixed in Latin America since pre-colonial times until today, as well as the cultural, political, and legal consequences of their interactions. This course includes Native Americans, Europeans, Africans, and Asians.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 486 Chicano/a History

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.
Credits: 4

HST 489 Environmental History

Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth and systems of trade and commerce from ancient times to the present.
Credits: 4

HST 490 Wests of Early America

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.
Credits: 4

Course Descriptions

HST 491 Western U.S.: 20th Century Issues

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.
Credits: 4

HST 492 Pacific Northwest History

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.
Credits: 4

HST 493 Gender in Oregon History

Connects students with primary and secondary sources to analyze the history of people in Oregon through the lens of gender. Students will consider gender as a category of analysis in assessing the history of Oregon with attention to differences in race, ethnicity, class, ability, and gender identity and across regions in the state.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 494 North American Constitutional History

Comparative study of the constitutional history of North America including the three countries in this region: the United States, Mexico, and Canada. This course covers the origins and transformations of the American Constitution since its enactment in the late eighteenth century until present days in periods such as the early republic, the post-Civil War era, the welfare state, and the Civil Rights Movement. It also examines the Mexican Constitutions, as part of the Latin American constitutional experience in North America, and Canada, as an alternative democratic system for a former British colony, with attention to the protection of indigenous rights.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 495 Arab World in Transition

A critical examination of major transformations in the Arab World from the colonial era to the present day. The course focuses on the political, social, and cultural reforms, revolts, revolutions, and resistances that have shaped the Arab World.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 496 Empire and Environment

Examines the ways in which colonial empires impacted the environment of conquered lands and the influence of the environment on colonial policies.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

HST 497 History of Fascism

This course will examine the historical origins, evolution, and global history of fascist movements. It will examine the origins and transformation of fascist thought and organizations, the role of fascism in the Second World War, and the rise of neo-fascist movements.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

HST 498 Special Studies

Provides a means by which students may earn upper division credit for research, writing, reporting, discussion and career-related and/or participatory skills.
Credits: 1-6

HST 499 Senior Seminar

The Senior Seminar is required of all history majors. In consultation with history faculty, students will develop a research project or complete an internship or practicum. Through their work in the senior seminar, students will demonstrate historical research and writing skills for the internship or thesis option. Students will need to complete HST 499 with a C- or higher for the history degree.
Credits: 4
Prerequisite: *HST 420C with a grade of C- or better*

HST 502 Reading and Conference

Credits: 1-6

HST 503 Practicum

Students will be placed with private and/or governmental agencies where they will work as a historian and become familiar with the requirements and the possibilities of applying their skills in the public sector.
Credits: 1-6

HST 504 Gender Issues in History, I

In this first course in the sequence students will consider the history of women, men and gender relations to the 19th century.
Credits: 4

HST 505 Gender Issues in History, II

Second course in the sequence. Students will consider the history of women, men and gender relations in the 19th and 20th centuries.
Credits: 4

Course Descriptions

HST 506 Archival Science

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.
May be repeated for up to 8 credits.
Credits: 4

HST 507 Seminar

Special seminar topic offerings in the history discipline.
May be repeated for up to 16 credits.
Credits: 4

HST 508 Oral History

An introduction to the methods and philosophy of conducting and developing oral interviews with primary actors as a source for historical research and analysis.
Credits: 4

HST 510 Introduction to Public History

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.
Credits: 4

HST 511 World Problems

Selected historical issues that are both contemporary and significant. Attention given to the political, economic and social aspects of these global issues.
Credits: 4

HST 512 Yugoslavia: From Experiment to Collapse

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.
Credits: 4

HST 514 British History to 1300

First of a two-course sequence that explores the history of Britain from its dim prehistoric beginning to the 18th century. Course investigates the Celtic, Roman, Christian, Anglo-Saxon, Viking, Norman and Plantagenet influences that together created complex identities and shaped the religious and political institutions that affected the daily lives of people in the British Isles. Also considers England's relationships with Ireland, Scotland and Wales, as well as with the wider medieval world. May be taken out of sequence.
Credits: 4

HST 515 British History to the 18th Century

Second of a two-course sequence that explores the history of Britain from its dim prehistoric beginnings to the 18th century. Provides critical analysis of the evolving British society and culture during the crises of famine, plague and war of the late Middle Ages. Explores the early modern transformations of religious practices, government and identity during the Tudor and Stuart dynasties. Considers the contributions of Ireland, Scotland and Wales, concluding with the creation of the United Kingdom. May take British History courses out of sequence.
Credits: 4

HST 517 Topics in African American History

This course examines major topics in African American History. Course may be repeated for credit if content is different.
May be repeated one time.
Credits: 4

HST 518 The Reformation

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.
Credits: 4

HST 519 Early Modern Europe

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.
Credits: 4

HST 520 Philosophies of History

The evolution of the discipline of history as portrayed through the writings of the major historians.
Credits: 4
Prerequisite: *Consent of instructor*

HST 522 Germany: The 19th Century

A survey of the key issues influencing the construction and early history of a unified German state founded under Prussian dominance in 1871. The changing faces of liberalism, nationalism, conservatism and socialism will be analyzed, as they evolved after the aborted revolution of 1848 up to the outbreak of World War I.
Credits: 4

HST 523 Germany 1914 to 1945

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.
Credits: 4

HST 524 Postwar German History

Beginning with the post-World War II division of Germany, the politics and economics of East Germany, the remarkable economic recovery starting in the 1950s and the impact of new social movements of the 1960s, 1970s and 1980s in the West are some key

Course Descriptions

developments that will receive prominent attention.
Credits: 4

HST 525 Modern France: Revolution and Napoleon

The structure of the Ancient Regime, its demolition by the Revolution, the anatomy and the achievements of the Revolution and its transformation by Napoleon.
Credits: 4

HST 526 Modern France: 19th Century

The political, economic and social development of France in the 19th century, its changing governments and its attempts to achieve the ideals of liberty, equality and fraternity, which had been set forth in its 1789 revolution; its changing international position.
Credits: 4

HST 527 Modern France: 20th Century

France in two world wars with an interwar depression and the rise of Nazi Germany; her developments and readjustments since 1945.
Credits: 4

HST 531 Russia to Peter the Great

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.
Credits: 4

HST 532 Imperial Russia

An examination of Russian history from the formation of the imperial state in the 18th century to the first world war. Focal points of will be the various attempts from above and below to reform and modernize this state.
Credits: 4

HST 533 Soviet Russia

Study of the history and culture of Soviet Russia from the Bolshevik revolution to its collapse in 1991.
Credits: 4

HST 534 Mediterranean Worlds

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.
Credits: 4

HST 535 Mediterranean Worlds

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.
Credits: 4

HST 536 History of Modern Paris

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.
Credits: 4

HST 537 World War II in Film

Course will examine films from and of the second world war in order to analyze the history, interpretation and reinterpretation of the war.
Credits: 4

HST 538 European Imperialisms

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.
Credits: 4

HST 539 Colonial Cultures

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.
Credits: 4

HST 540 Gender and Colonialism

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.
Credits: 4

HST 541 Decolonization and its Aftermath

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.
Credits: 4

HST 542 America and the Middle East

Examines the history and effects of U.S. policies and intervention in the Middle East in the 20th and 21st centuries.
Credits: 4

HST 543 Jewish North Africa

Examines the history and historiography of Jewish North Africa

with an emphasis on the modern era.
Credits: 4

HST 544 Colonial North Africa

Course analyzes the history of North Africa from the French conquest of Algeria in 1830 to decolonization in the 1960s.
Credits: 4

HST 545 Postcolonial North Africa

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.
Credits: 4

HST 546 Pandemics and Crises in Latin America

A study of pandemics and crises, including natural disasters and their social, political and economic impact, in Latin America since pre-colonial times until present days.
Credits: 4

HST 547 The Early Middle Ages

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.
Credits: 4

HST 548 The High Middle Ages

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.
Credits: 4

HST 549 The Late Middle Ages

Examining the crisis of medieval society in the 14th century and the impact of the Hundred Years' War.
Credits: 4

HST 550 Crime and Society in Latin America

Study of the social transformations in Latin America through the prosecution and criminalization of certain behaviors and the role of the state in preserving the status quo through criminal legislation. This course includes public and private matters such as rebellion, illegal trade, and corruption, as well as controlled sexual and family relations, among others.
Credits: 4

HST 551 The Crusades

Focuses on the religious and cultural inspiration for the crusading movement as well as its impact in the Middle East and its legacy both in the medieval and modern worlds.
Credits: 4

HST 552 Women and Family in the Middle Ages

Examines the position of women and the family in the Medieval period through the medium of artistic, archaeological and historical sources.
Credits: 4

HST 553 Pre-Columbian and Colonial Latin America

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.
Credits: 4

HST 554 History of the Caribbean

The Caribbean has developed its own identity with respect to the continental mainland, marked by the coexistence of multiple races, languages and cultures from the largest islands to the lesser Antilles, and its study is essential to understand the history of the Atlantic World. This course examines the most important events that have affected this region including the indigenous demographic collapse, the African slave system, the center of operations of pirates
and outlaws, the Haitian Revolution, the interventions of the United States, and the Cuban Revolution.
Credits: 4

HST 555 Modern Latin America

A study of Latin America since the independence including national revolutions, political and economic problems of the new
republics, militarism, industrialization, populism, social revolution, and neoliberalism, until present days.
Credits: 4

HST 556 Mexico Since Independence

An overview of the Indian and Spanish background of Mexico with emphasis on 19th century liberalism, foreign intervention, the Mexican Revolution and modernization.
Credits: 4

HST 557 The Cuban Revolution

The course examines the history of the Cuban Revolution including its causes since the colonial and republican periods, the events that led to its victory during the 1950s and the main political, social, legal and economic reforms under the leadership of Fidel Castro and his successors, until today. The course explores the social transformations in revolutionary Cuba, including migrations, the regional and global impact of
the socialist Revolution in the context of the Cold War, and the crisis of the regime since the decade of the 1990s.
Credits: 4

HST 558 History of Inter-American Relations

A diplomatic history from 1810 to the present with emphasis on relations between the United States and Latin

Course Descriptions

America.
Credits: 4

HST 563 Modern East Asia

Focuses on the historical process that witnessed the modernization of the major Asian civilization of China and Japan. Attention will be given to the different paths each of these countries has taken and the different problems each has faced in the attempt to build a modern state.
Credits: 4

HST 575 Colonial America

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.
Credits: 4

HST 577 Civil War and Reconstruction

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.
Credits: 4

HST 579 Challenges of Progressive Era America

Examines the visions, limits and challenges of reform in American life in the period 1890-1914.
Credits: 4

HST 580 Topics in Multicultural American History

Special topics in the history of multicultural America.
May be repeated once for credit, if content is different.
Credits: 4

HST 581 American Voices: Autobiography, Biography and Memoir in American History

Provides students with a critical foundation in the analysis of autobiography and biography as sources for the study of the American past.
Credits: 4

HST 582 United States 1914-1945

Examines the history of the United States from the period 1914 to 1945 by considering internationalism and nationalism, global and regional conflicts, the economy, gender, race, ethnicity and class, and transformations in American culture and society.
Credits: 4

HST 583 Cold War America

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.
Credits: 4

HST 584 Health, Medicine and Gender in Historical Perspective

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.
Credits: 4

HST 585 Race and Ethnicity in Latin America

Study of the races and ethnicities that have lived, coexisted, and mixed in Latin America since pre-colonial times until today, as well as the cultural, political, and legal consequences of their interactions. This course includes Native Americans, Europeans, Africans, and Asians.
Credits: 4

HST 586 Chicano/a History

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.
Credits: 4

HST 589 Environmental History

Examines the history of ecological transformations associated with historical patterns of community organization, population movements, agricultural production, scientific inquiry, industrial development, urban growth and systems of trade and commerce from ancient times to the present.
Credits: 4

HST 590 Wests of Early America

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.
Credits: 4

HST 591 Western U.S.: 20th Century Issues

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.
Credits: 4

Course Descriptions

HST 592 Pacific Northwest History

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.
Credits: 4

HST 593 Women in Oregon History

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.
Credits: 4

HST 594 North American Constitutional History

Comparative study of the constitutional history of North America including the three countries in this region: the United States, Mexico, and Canada. This course covers the origins and transformations of the American Constitution since its enactment in the late eighteenth century until present days in periods such as the early republic, the post-Civil War era, the welfare state, and the Civil Rights Movement. It also examines the Mexican Constitutions, as part of the Latin American constitutional experience in North America, and Canada, as an alternative democratic system for a former British colony, with attention to the protection of indigenous rights.
Credits: 4

HST 595 Arab World in Transition

A critical examination of major transformations in the Arab World from the colonial era to the present day. The course focuses on the political, social, and cultural reforms, revolts, revolutions, and resistances that have shaped the Arab World.
Credits: 4

HST 596 Empire and Environment

Examines the ways in which colonial empires impacted the environment of conquered lands and the influence of the environment on colonial policies.
Credits: 4

HST 597 History of Fascism

This course will examine the historical origins, evolution, and global history of fascist movements. It will examine the origins and transformation of fascist thought and organizations, the role of fascism in the Second World War, and the rise of neo-fascist movements.
Credits: 4

HST 598 Special Studies

Provides a means by which students may earn upper division credit for research, writing, reporting, discussion and career-related and/or participatory skills.
Credits: 1-6

HST 600 Seminar

Topics selected by the instructor.
Credits: 4

HST 601 Research

Terms and hours to be arranged.
Credits: 1-6

HST 605 Reading and Conference

Terms and hours to be arranged.
Credits: 1-6

HST 609 Practicum

Terms and hours to be arranged.
Credits: 1-9

HST 610 Europe: Topic

Reading, discussion and research of the historical literature relevant to Europe.
Credits: 4

HST 620 Asia/Latin America: Topic

Reading, discussion and research of the historical literature relevant to Asia/Latin America.
Credits: 4

HST 625 Asia: Topic

Reading, discussion and research of the historical literature relevant to Asia.
Credits: 4

HST 630 North America: Topic

Reading, discussion and research of the historical literature relevant to the United States.
Credits: 4

HST 698 Methods, Research and Writing

Introduction to the methodologies of historical research and writing.
Credits: 5

HNR 100 Honors Health/Wellness

Part of the Honors Core curriculum, Honors Health/Wellness is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 105 Honors History

Part of the Honors Core curriculum, Honors History is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

Course Descriptions

HNR 120 Honors Ethics

Part of the Honors Core curriculum, Honors Ethics is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 136 Honors Rhetoric

Part of the Honors Core curriculum, Honors Rhetoric is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 153 Honors Literature

Part of the Honors Core curriculum, Honors Literature is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 171 Honors Theater

Part of the Honors Core curriculum, Honors Theater is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 190 Honors Creative Arts

Part of the Honors Core curriculum, Honors Creative Arts is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 210 Honors Biology

Part of the Honors Core curriculum, Honors Biology is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 4-5

HNR 231 Honors Earth Science

Part of the Honors Core curriculum, Honors Earth Science is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 4-5

HNR 253 Honors Computer Science

Part of the Honors Core curriculum, Honors Computer Science is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 276 Honors Mathematics

Part of the Honors Core curriculum, Honors Mathematics is a rotating special topics course offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 3-4

HNR 300 Exploratory Honors

Exploratory Honors is a rotating variable-topics course offered exclusively for students in the Honors Program. Students must complete six Exploratory Honors courses as part of their honors curriculum. Course numbers in the exploratory category (300, 301, 303, 306) may be repeated for credit.
May be repeated five times for credit.
Credits: 3-4

HNR 301 Exploratory Honors

Exploratory Honors is a rotating variable-topics course offered exclusively for students in the Honors Program. Students must complete six Exploratory Honors courses as part of their honors curriculum. Course numbers in the exploratory category (300, 301, 303, 306) may be repeated for credit.
4 Times
Credits: 3-4

HNR 303 Exploratory Honors

Exploratory Honors is a rotating variable-topics course offered exclusively for students in the Honors Program. Students must complete six Exploratory Honors courses as part of their honors curriculum. Course numbers in the exploratory category (300, 301, 303, 306) may be repeated for credit.
4 Times
Credits: 3-4

HNR 306 Exploratory Honors

Exploratory Honors is a rotating variable-topics course offered exclusively for students in the Honors Program. Students must complete six Exploratory Honors courses as part of their honors curriculum. Course numbers in the exploratory category (300, 301, 303, 306) may be repeated for credit.
4 Times
Credits: 3-4

HNR 325 Honors Thesis Orientation

Since it became required in 1989, the Honors Thesis/Senior Project has been the culmination of each Honors student's course of undergraduate study. It represents a significant individual endeavor that can be either creative, scholarly, pedagogical, scientific, or service-oriented. Honors Thesis Orientation is offered exclusively for students in the Honors Program.
May be repeated twice for credit.
Credits: 2

HNR 351 Honors Thesis Development

Honors Thesis Development builds on the work begun in the Honors Thesis Orientation class. In this second course, students begin work on the planning and organization of their thesis/senior project. They also learn about the rationale for, and purpose of, a literature review and begin writing at least one important section of their thesis/senior project.
May be repeated twice for credit.
Credits: 2

Course Descriptions

HNR 378 Honors Thesis/Senior Project

Honors Thesis/Senior Project is offered exclusively for students in the Honors Program. Only one credit is required.
May be repeated six times for credit.
Pass-No Credit (P/NC) grading only.
Credits: 1-6

HUM 199 Special Studies

Topics and hours to be arranged.
May be repeated for up to 6 credits, if content is different.
Credits: 1-6

HUM 325 Studies in German Culture and Literature to 1900

Focus on cultural aspects of modern Germany and Austria, their people, customs and institutions.
Credits: 3

HUM 328 Introduction to Latino/Chicano Literature

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.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

HUM 340 Hispanic Culture and Civilization: Mexico

A cultural survey of Mexico from the pre-Hispanic times to the present, including history, anthropology, literature, art, geography, politics, economics and religion.
Credits: 4
Prerequisite: *Completed General Education writing requirement; when conducted in English with a HUM prefix, will not count for the Spanish major*

HUM 342 Introduction to Chicano/Latino Life and Culture

Survey of the Chicano presence in the Southwest, including art, geography, history, folklore, politics and current trends in the contemporary period. Students will acquire an understanding of experiences pertinent to Chicanos from the 1960s to the contemporary period.
Credits: 4
Prerequisite: *Completed General Education writing requirement; when conducted in English with a HUM prefix, will not count for the Spanish major*

HUM 343 Studies in German Culture and Literature to 1945

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1945 (i.e. Nazi Resistance).
Credits: 3

HUM 344 Studies in German Culture and Literature to 1990s

In-depth study of selected writers, forms and/or themes in German-speaking countries up to 1990s (i.e. Jewish/Holocaust studies).
Credits: 3

HUM 399 Special Studies

Topic and hours to be arranged.
May be repeated for up to 6 credits, if content is different.
Credits: 1-6

HUM 406 Special Individual Studies

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 up to 6 credits.
Credits: 1-6

HUM 407 Seminar

Topic and hours to be arranged.
May be repeated for up to 8 credits, if content is different.
Credits: 3-4

HUM 408 Workshop

Variable topic; workshops focus on developing practical skills.
May be repeated for up to 6 credits.
Credits: 2-6

HUM 409 Practicum

Terms and hours to be arranged.
Supervised practical experience in a humanities discipline.
May be repeated for up to 12 credits. A maximum of nine credits of HUM 409 can be counted in a humanities major program; a maximum of six credits can be counted in a humanities minor program.
Credits: 1-12

HUM 450 Senior Capstone

Provides guidance in producing and assembling the senior capstone portfolio required of all students in the B.A./B.S. in Humanities degrees.
Credits: 1

HUM 507 Seminar

Topic and hours to be arranged.
May be repeated for up to 8 credits, if content is different.
Credits: 3-4

HUM 509 Practicum

Terms and hours to be arranged.
Supervised practical experience in a humanities discipline.
May be repeated for up to 12 credits. A maximum of nine credits of HUM 409 can be counted in a humanities major program; a maximum of six credits can be counted in a humanities minor program.
Credits: 1-12

HUM 606 Special Individual Studies

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.
Credits: 1-6

Course Descriptions

HUM 608 Workshop

Variable topic; workshops focus on developing practical skills.
May be repeated for up to 6 credits.
Credits: 2-6

IDS 407 Seminar

Specific focus of the seminar will be identified when the class is scheduled.
May be repeated for up to 9 credits, if the content is different.
Credits: 3-9

IDS 409 Internship/Practicum

Combines working at agencies--public, private, or non-profit--with students' own identified academic goals in order to enhance a practical understanding of theory and/or collection of data for theoretical interpretation. Upon completion, students will also be able to describe the role of the agency, and understand professional practices.
Terms and hours to be arranged.
May be repeated for up to 12 credits.
Pass-No Credit (P/NC) grading only.
Credits: 2-12

IDS 498 Interdisciplinary Studies Integrative Project

IDS 498 is an elective, independent research course intended for IDS majors with at least 45 credit hours remaining in their course of study, and is a companion class to the required 1 credit IDS 499: Interdisciplinary Studies Capstone Portfolio. Students completing IDS 498 will augment their Capstone Portfolio with the following components: a final project consisting of a thesis, research report, creative work, internship, etc. designed in collaboration with their IDS advisor and/or specialists in their fields of interest; an annotated bibliography on research sources; a 90 second speech on the interdisciplinary connections of their research; and a presentation portfolio which will satisfy the IDS 499: IDS Capstone Portfolio requirement. IDS 498 may be repeated for up to 12 credits with the IDS 498 designation, or may be taken using an individualized course number from a WOU program in the student's focus area.
May be repeated for up to 12 credits.
Credits: 1-12

IDS 499 Interdisciplinary Studies Capstone Portfolio

The IDS Capstone Portfolio is designed to allow students to compare, contrast, integrate, and synthesize within and across their areas of study, explore practical connections to the fields of study, and reflect on their educational experience. This course is a 1 hr/week seminar.
Credits: 1

INT 242 Interpreter Mindset Seminar

Thinking like an interpreter is an important foundation for becoming an interpreter. This course provides a framework for applying general education course content to becoming a successful interpreter.
May be repeated for up to 6 credits
Credits: 2

INT 318 Interpersonal Aspects of Interpreting

Interpreting work involves the complexities of human interactions. Course content, based on the demand-control schema, includes observations of interaction of the consumers (e.g., the need to understand and mediate cultural differences, power differences, and dynamics, or the unique perceptions, preconceptions, and interactional goals of the consumers).
Credits: 4

INT 319 Environmental Aspects of Interpreting

Interpreting work involves the various physical settings, types of interaction, and workers. Course content based on the demand-control schema, includes observation and exploration of requirements that pertain to the assignment setting (e.g., the need to understand consumers' occupational roles and specialized terminology specific to a given setting or tolerance of space limitations, odors, extreme temperatures, or adverse weather).
Credits: 4

INT 320 Intrapersonal Aspects of Interpreting

Intrapersonal aspects of individuals as members of a community, as members of a profession, and as interpreters will be explored. Course content, based on the demand-control schema, pertains to the internal physiological or psychological state of the interpreter (e.g., the need to tolerate hunger, pain, fatigue, or distracting thoughts or feelings).
Credits: 4
Prerequisite: INT 318 with a B or better or consent of the instructor

INT 354 The Interpreting Profession: Principles & Practices

This course provides a comprehensive overview of the profession of interpreting. Course content includes the history of interpreting, terminology, professional requirements, theories of interpretation, interpreter paradigms, and cultural issues, employment options, the ethics and professional conduct of interpreting, andmultilingual/multicultural issues. This course equips students with a foundation for understanding the profession and prepares them for navigating the complexities of the field.
Credits: 4
Prerequisite: Instructor Approval

INT 361 Pre-Interpreting Skills Development

Foundational skills necessary for effective interpretation. Explores language skill development, cognitive processing skills, as well as skills with technology to become reflective practitioners. Students will apply pre-interpreting skills in isolation, progressing to intralingual activities. Course will prepare pre-interpreting students for the rigors of the interpreting program.
Credits: 4
Prerequisite: INT 354 or consent of instructor, ASL 302 or consent of instructor.

Course Descriptions

Corequisite: ASL 302 or consent of instructor.

INT 392 Sociolinguistic and Applied Linguistics for Interpreters

Students will apply knowledge of socio- and applied linguistic principles, explore the different modes of communication used by consumers interpreters serve in diverse settings the various language and communication policies and systems used in educational and community settings. Students will assess language and communication functioning and the language continuum. They will develop a metalinguistic understanding of language acquisition by studying a new language and analyzing their experience.
Credits: 4
Prerequisite: Consent of instructor, ASL 353 or equivalent skill
Corequisite: ASL 353 or equivalent skill

INT 406 Individual Studies in Interpreting

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 up to 16 credits.
Credits: 1-3
Prerequisite: *Consent of instructor*

INT 407 Seminar: Interpreting

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

INT 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

INT 409 Practicum: Interpreting

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

INT 410 Internship

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.
Credits: 3-12
Prerequisite: Instructor approval

INT 411 Interpreting in Theatrical Settings

This course introduces students to the skills needed to interpret in a variety of performing arts settings. Students will study the principles and techniques of artistic interpreting including drama theories, acting for interpreters, choreography, movement, and rhythm. Emphasis will be placed on translation, the rehearsal process, theatre etiquette, ethics, and vocabulary development. Students will participate in individual and group translations of live and static texts in both ASL and English.
Credits: 3-12

INT 423 Technology in Interpreting/Interpreter Education

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.
Credits: 2

INT 440 Ethics and Decision Making for Interpreters

Study of the Registry of Interpreters for the Deaf Code of Professional Conduct, ethics-related terminology, values systems and change, ways in which situational, institutional and legal constraints affect professional decision making, and becoming an ethical professional. Course content includes information on group theory and skills, decision making, problem solving, conflict resolution, stress management and communication skills.
Credits: 4
Prerequisite: ASL 302 or Consent of instructor
Corequisite: ASL 302

INT 441 Theory and Process of Interpreting IV

Students will identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes ways various interlocutors construct and receive messages, co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *INT 452 with a grade of B or better*

INT 442 Theory and Process of Interpreting Practicum

Students engage in a practicum with consumers in no risk situations. Students will engage in regular demand-control schema supervision of their interpreting work throughout the term.
Credits: 4
Prerequisite: *Completion of INT 441 with a grade of B or better*

INT 450 Theory & Practice of Interpreting I

Identify and analyze demands

(environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *INT 361 or consent of instructor*

INT 451 Theory and Practice of Interpreting II

Students will identify and analyze demands (environmental, interpersonal, paralinguistic, and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes ways various interlocutors construct and receive messages, co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *INT 450 with a grade of B or better*

INT 452 Theory and Practice of Interpreting III

Students will identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *INT 451 with a grade of B or better*

INT 460 Current Issues for Interpreters

Investigates current issues facing the professional interpreter. Students discuss issues of multilingualism/multiculturalism, legal statutes and liability, certification and quality assurance, confidentiality, accountability, minority status of non-English language users and issues of culture, oppression, and empowerment of non-English using communities, the interpreter as a cross-cultural mediator, and other contemporary issues.
Credits: 4
Prerequisite: *Consent of instructor*

INT 462 Business Aspects of Interpreting

Students will investigate salient aspects of the business of signed language interpreting. Topics will include: legal working relationships and business structures (employee, independent contractor, sole-proprietorship, self-employment, etc.), billing and invoicing practices, financial considerations, and industry standards such as licensing, credentialing and testing preparation.
Credits: 4
Prerequisite: *American Sign Language/English Interpreting Majors*

INT 465 Interpreting In Community Settings

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.
Credits: 4
Prerequisite: *Consent of instructor*

INT 466 Interpreting in Postsecondary Settings

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.
Credits: 3
Prerequisite: *INT 452, INT 465 and INT 467 with a grade of B or better*

INT 467 Interpreting in Educational Settings

Designed to apply advanced interpreting and classroom support skills to educational settings (k-12, post-secondary, and community based learning situations). Strategies for interpreting frozen texts, negotiating situational-based signs and interpreting for presenters from various content areas who have a variety of instructional styles.
Credits: 4
Prerequisite: Instructor Approval

INT 468 Specialized Interpreting Techniques

Introduction to specialized communication and interpreting techniques used with a variety of consumers and situations. Students are introduced to oral, deafblind and manually-coded English interpreting techniques.
Credits: 2
Prerequisite: *INT 441 and INT 466 with a grade of B or better*

INT 469 Cultural Intelligence in a Diverse World

This course emphasizes the importance of developing cultural intelligence in the context of a diverse society. Students are introduced to the paradigms of difference beyond their insular boundaries and environments.

Course Descriptions

Multiple perspectives are explored related to notions of difference, bias, and privilege and how they impact the way we see and interact with the world around us. Students will also develop skills to communicate effectively in their working languages when faced with controversy that stems from topics such as race, ethnicity, sex, gender identity, social class, and ability.
Credits: 4
Prerequisite: *Consent of instructor*

INT 471 Seabeck: Academic Service-Learning Project

Students will practice using a variety of communication strategies in preparation to work as volunteer interpreters. Support service providers and sighted guides with deafblind people during an annual retreat the last week of August annually. Students are expected to raise funds and travel to Seattle, engaging with its sizable deafblind community.
Credits: 3
Prerequisite: *ASL 470 and consent of instructor*

INT 507 Seminar

Terms and hours to be arranged. May be repeated for up to 4 credits.
Credits: 1-4
Prerequisite: *Consent of instructor*

INT 550 Theory & Practice of Interpreting I

Identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *Consent of instructor*

INT 551 Theory and Practice of Interpreting II

Students will identify and analyze demands (environmental, interpersonal, paralinguistic, and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Content includes ways various interlocutors construct and receive messages, co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4
Prerequisite: *INT 450 with a grade of B or better*

INT 552 Theory and Practice of Interpreting III

Students will identify and analyze demands (environmental, interpersonal, paralinguistic and intrapersonal) that influence communication and develop controls for responding to communication events using the demand-control schema. Includes ways various interlocutors construct and receive messages and the co-construction of meaning and current theories in the process of interpreting. Students apply theories and practice controls by working with static and spontaneous texts to provide interpretations.
Credits: 4

INT 560 Current Issues for Interpreters

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.
Credits: 4

INT 562 Business Aspects of Interpreting

Introductory overview to the profession of interpreting. Includes the history of interpreting, terminology, responsibilities, skills, aptitudes of interpreters, the process of becoming an interpreter, employment environment and options, and current issues.
Credits: 4
Prerequisite: *Interpreting Studies: Theory majors*

INT 570 DeafBlind Culture, Communication & Guiding

Students will explore a variety of communication strategies that can contribute to their skill set as ASL/English interpreters and support service providers working with the deafblind community. Students will incorporate these strategies and personalize them depending on the individuals with whom they are working.
Credits: 3
Prerequisite: *INT 354 and ASL 301 with a grade of B or better, or consent of instructor*

INT 603 Thesis or Professional Project

Individual research or original writing with scheduled seminars in approved areas of research, culminating in a thesis or professional project presentation.
Credits: 3-6

INT 606 Special Projects

Terms and hours to be arranged. Course is offered on individual student basis under guidance of a designated faculty member.
Credits: 1-3

INT 607 Seminar

Terms and hours to be arranged. May be repeated for credit, if content is different.
Credits: 1-3

Course Descriptions

INT 608 Workshop

Terms and hours to be arranged.
May be repeated for credit, if content is different.
Credits: 1-3

INT 609 Practicum

Students will engage in practicum experiences.
Credits: 1-4
Prerequisite: *Concurrent enrollment in or completion of INT 640 and INT 650*

INT 610 Internship & Portfolio

Provide interpreting students the opportunity to demonstrate interpreting, teaching, and other professional competencies acquired during their training. Interns will have supervision by appropriately trained and credentialed professionals.
Credits: 4

INT 612 Proseminar

This course is designed to provide a foundation for inquiry about interpreting studies issues through critical reading, analytical writing, and thoughtful, collegial discussion. We will develop knowledge and skills relevant to graduate work in interpreting studies at Western Oregon University. We will sample and experiment with technology used in the program, explore library resources to locate literature, and use APA style guidelines.
Credits: 3

INT 617 Introduction to Reflective Practice

Reflective practice is the ability to reflect on one's actions in real time and after the interpreted event leading to improved performance. As continuously developing professionals, pausing and reviewing the work being done is imperative in order to develop and improve one's professional practice with intention. This course will introduce students to the literature and professional basis for reflective practice as a professional habit. Students will learn the principles of reflective practice including why reflection is needed, when it is needed, why it is an ethical practice, and how to begin.
Credits: 3
Prerequisite: *Acceptance into the MA in Interpreting Studies program and/or consent of instructor*

INT 618 Ethics and Professional Practice

Students examine current professional and ethical decision-making practices and explore the application of Demand-Control Schema (DC-S) to professional and ethical practices.
Credits: 3

INT 619 Professional Field Experience I

In this course, interpreting students will participate in supervision to demonstrate interpreting, analysis, reflection, and other professional competencies acquired during 90-hours of professional field experience. May be repeated up to six credits.
Credits: 3

INT 620 Professional Field Experience II

In this course, interpreting students will participate in supervision to demonstrate interpreting, analysis, reflection, and other professional competencies acquired during 180-hours of professional field experience. May be repeated one time for credit.
Credits: 6
Prerequisite: *INT 619*

INT 621 Professional Field Experience III

In this course, interpreting students will participate in supervision to demonstrate interpreting, analysis, reflection, and other professional competencies acquired during 270-hours of professional field experience.
Credits: 9
Prerequisite: *INT 620*

INT 625 Becoming a Practice Profession: The History of Interpreting and Interpreter Education

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.
Credits: 3

INT 627 Reflective Practice Techniques

Reflective practice is a hallmark of a practice profession. There a number of techniques that will be explored and applied in this course, including, but not limited to: journaling, dialogue, freewriting, and analysis of emotions and values. Practices and applications explored will include reflection-in-action, reflection-on-action, reflection-for-action, and reflection-with-action. Reflective practices can be employed individually, with guidance, in small groups, and/or in community/work settings - each type will be studied in this course.
Credits: 3
Prerequisite: *Acceptance into the MA in Interpreting Studies program and/or consent of instructor*

INT 630 Communication in a Practice Profession

Students examine interpersonal communication and discuss the role of an interpreter. Students will practice and apply principles of invention, organization, language and delivery with focus on the development of skill and confidence in interpersonal communication in English and ASL. Students will incorporate observations, supervision sessions and interpreting practice to enhance skills in decision making around meaning transfer, ethical dilemmas and interpersonal communication.
Credits: 3
Prerequisite: *Acceptance into the MA in Interpreting Studies program or consent of instructor*

Course Descriptions

INT 633 Research and Writing: Translation and Interpretation

Students will examine the traditions and theories of both quantitative and qualitative research and evaluate methods, findings, and implication of research studies. Students will critique and produce scholarly writing.
Credits: 3
Prerequisite: *Acceptance to the MAIS program or consent of instructor*

INT 635 Qualitative Methods

This course introduces students to the principles and processes of qualitative methods, such as action research, ethnography, semi-structured interviews, and case studies. Students develop skills to design and practice qualitative methods, conduct data collection, analysis, interpretation, and presentation of findings.
Credits: 3
Prerequisite: *Acceptance to the MAIS program or consent of instructor*

INT 637 Rhythms of Reflective Practice

Professional practice of interpreters and interpreter educators is complex and multifaceted. Knowing the principles of and the techniques for reflective practice is a strong foundation on which to build rhythms of reflection in one's professional journey. Rhythms will need to be adjusted as the journey continues and in different stages of one's career. This course will explore tools for developing and revising rhythms of reflection across the longevity of your practice. The goal is to reinforce reflection in community, with regularity, and intention.
Credits: 3
Prerequisite: *Acceptance into the MA in Interpreting Studies program and/or consent of instructor*

INT 639 Student Teaching & Portfolio

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.
Credits: 4
Prerequisite: *Successful completion of INT 655*

INT 640 Teaching Ethics and Professional Practice

After observing teachers and mentors in action, students develop teaching methods that infuse Demand-Control Schema into the instruction of ethics and professionalism. They examine ways in which DC-S may be infused into theory and practice courses and design of curriculum.
Credits: 3

INT 645 Research on Translation and Interpretation I

Students research translation and interpretation theory. They examine and evaluate scholarship, research methods, findings and implications. Students begin conducting a research project that is qualitative, quantitative, and/or action based.
Credits: 3

INT 646 Research on Translation and Interpretation II

Examine translation and interpretation scholarship relevant to their own research interests and evaluate methods, findings and implications. Course designed to support research completion efforts in a structured, directive, and supportive environment.
Credits: 5
Prerequisite: *INT 645 with a B- or better, INT 639 (may be taken concurrently), and completion of all other degree requirements with an average of B- or better*

INT 647 Advanced Research Writing

Course reserved for students completing a final thesis, project or portfolio. All other coursework in master's degree program must be completed.
May be repeated four times for credit.
Credits: 3

INT 650 Teaching Meaning Transfer

After observing teachers and mentors in action, students prepare to teach translation, consecutive interpreting (CI) and simultaneous interpreting (SI). They use self-assessment, self-reflective and research-based practices in teaching design and implementation.
Credits: 3

INT 655 Assessment for Interpreter Educators

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.
Credits: 3

INT 665 Interpreter Education Curriculum Development

Specific approaches and methods for classroom management and facilitation, as well as train-the trainer techniques. Topics include establishing an outline, assessing student performance, instructional technology, platform and presentation skills and addressing difficult issues. Introduces strategies for curriculum development ranging from lesson design to program design.
Credits: 3

INT 670 Leadership Roles in the Field of Interpreting

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.
Credits: 3

Course Descriptions

INT 675 Adult Education

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.
Credits: 3

INT 677 Intrapersonal Aspects of Interpreting

This course will give students time to explore intrapersonal aspects of interpreters as people, as members of a community, as members of a profession and as interpreters. This will include an in-depth exploration of how the inner landscape of a professional impacts the consumers who are served and how to respond to that reality.
Credits: 3

INTL 199 International Student Orientation

Orientation course to prepare international students for academic success through the use and introduction to campus resources. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.
Credits: 1

INTL 199 Listening/Speaking for International Students

English course for non-native English speakers focusing on academic note taking, lectures and interpersonal communication skills. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.
Credits: 3

INTL 199 Reading/Writing/Research for International Students

English course for non-native English speakers focusing on writing, reading and research paper writing skills for academic purposes. This is a required course for international students in the ESL Bridge Program/Conditional Admission Program. Other non-native speakers are welcome.
Credits: 6

IS 240 Information Management I

This course introduces data structures and how to apply data management algorithms to various types of data and information. Students gain experience with provisioning infrastructure, and increase their proficiency with the Unix operating system while creating realistic information management solutions.
Credits: 4
Prerequisite: *CS 133 or CS 134 or CS 135 or CS 161 (may be taken concurrently)*

IS 270 Operating Systems

This course teaches students the responsibilities and functional components of operating systems. Students learn and practice skills necessary to select and configure operating systems to meet solution requirements for differing applications.
Credits: 4
Prerequisite: *CS 133 or CS 134 or CS 135 or CS 161 (may be taken concurrently)*

IS 278 Networks

This 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.
Credits: 4
Prerequisite: *CS 133 or CS 134 or CS 135 or CS 161 (may be taken concurrently)*

IS 283 Cybersecurity Fundamentals for Criminal Investigation

This course is an introduction to the principles and topics in cybersecurity. Students will learn a common set of techniques and tools to detect, prevent, and mitigate cyber threats. Cybersecurity frameworks, methodologies and policies are introduced.
Credits: 4

IS 299 Information Systems Topics

Course content will vary. Topics are selected relative to new subject areas in information systems appropriate to sophomore level.
May be repeated for up to 16 credits.
Credits: 1-6

IS 301 Information Systems Automation

This course provides an overview of automation for linux based cloud platforms. Advanced shell programming techniques are introduced and practiced.
Credits: 4

IS 311 Introduction to Cybernetics

An introduction to the field of cybernetics and control theory. Students will develop scientific skills by exploring physical control problems using robots. Classical theories of uncertainty, feed forward, and feedback control will be covered from an applied perspective in the context of common control objectives. Students will explore the challenges of observing and controlling physical systems through hands on experiments. Three hours of classroom meetings (or equivalent) and two hours of laboratory per week.
Credits: 4
Prerequisite: *CS 122 or CS 160 or consent of instructor*
General Education: *Exploring Knowledge: Scientific Perspectives*

IS 340 Information Management II

This course introduces core concepts for managing large data sets for

organizations. Students learn how to identify and model information requirements, convert data models into relational data models, and verify structural characteristics. Students implement and use a relational database created with an enterprise-class database management system. Students learn and perform basic database administration skills, including techniques to ensure data quality and data security.
Credits: 4
Prerequisite: *IS 240 and IS 301 (may be taken concurrently)*

IS 345 Systems Analysis

This course discusses the processes, methods, techniques and tools that organizations use to determine how they should operate, with a particular focus on how computer-based technologies can most effectively contribute to the way operations are organized. The course covers a systematic methodology for analyzing an organizational problem or opportunity, articulating operational requirements for the technology solution, specifying alternative approaches to acquiring the capabilities needed, and specifying the requirements for the information systems solution.
Credits: 4
Prerequisite: *IS 240*

IS 350 Enterprise Architecture

This course explores the design, selection, implementation and management of enterprise information systems, focusing on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, investment analysis, and emerging technologies. Students hone their ability to communicate technology architecture strategies concisely to a general business audience.
Credits: 4
Prerequisite: *16 credits in CS or IS prefix courses*

IS 355 Strategy, Acquisition and Management

This course explores the issues and approaches in managing the information systems function in organizations and how the IS function enables various types of organizational capabilities. It takes a senior management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems.
Credits: 4
Prerequisite: *IS 350*

IS 370 Ethical Hacking

This course covers ethical hacking, to include tools, techniques, and incident handling. In this course, students will learn how to discover vulnerabilities, how to attack and defend systems, how to respond to attacks, and how to identify and design controls to prevent future attacks.
Credits: 4
Prerequisite: *16 credits in CS or IS prefix courses with a grade of C or better*

IS 371 Computer Forensics for Criminal Investigation

This course is the application of investigation and analysis tools to gather and preserve evidence in a way that is suitable for presentation in a court of law. Students will develop structured techniques for maintaining a documented chain of evidence to find out exactly what happened on a computing device and who was responsible for it.
Credits: 4
Prerequisite: *IS 283*

IS 373 Computer Security for Criminal Investigation

The course covers network security, compliance and operational security, threats and vulnerabilities, application, data and host security, access control, and identity management and cryptography.
Credits: 4
Prerequisite: *IS 283*

IS 406 Special Topics

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.
May be repeated for up to 16 credits.
Credits: 1-4

IS 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-4

IS 409 Practicum

Offers practical experience working in a computer science department for area businesses or industries.
May be repeated for up to 16 credits.
Credits: 1-9

IS 440 Systems Administration

This course introduces system administration using modern operating systems. This course covers the setup, customization, operation and maintenance of production-quality servers, suitable for deployment of modern server applications such as web hosting, file-sharing and database or network services. Topics include: system proficiency, user and process management, file systems, network configuration, standard security practices and various server applications. Prior operating systems knowledge required.
Credits: 4
Prerequisite: *IS 301, IS 340 and IS 355*

IS 470 Project Management

This course explores the origins of project management and its importance to improving the success of IT projects. Basic topics including scope, cost, time quality and risk management will be covered. Students will work in groups to propose and plan significant projects. Students will also learn about software tools that aid in project management.
Credits: 4

Course Descriptions

Prerequisite: *16 upper credits in CS, DATA or IS prefix courses*

IS 473 Network Security for Criminal Investigation

Course covers the troubleshooting, configuring and managing of essential network devices. Focuses on implementing network security, standards, and protocols. Analysis of existing network configurations to identify the benefits and drawbacks, as well as provide a recommendation for improvement to network security and policies.
Credits: 4
Prerequisite: *IS 283*

IS 474 Ethical Hacking for Criminal Investigation

This course covers ethical hacking, to include tools, techniques, and incident handling. Students will learn how to discover vulnerabilities, how to attack and defend systems, how to respond to attacks, and how to identify and design controls to prevent future attacks.
Credits: 4
Prerequisite: *IS 283*

IS 475 Project Implementation

This course continues and builds from the project management fundamentals of IS 470 Project Management. Student teams develop detailed project plans and implement a planned information system project. During project development, students learn more advanced topics in project management such as risk and quality management.
Credits: 4
Prerequisite: *IS 470*
Corequisite: *IS 475L*

IS 475L Lab: Project Implementation

To be taken concurrently with IS 475.
Credits: 0
Corequisite: *IS 475*

IS 485 Introduction to Computer Security

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.
Credits: 4
Prerequisite: *16 credits in CS or IS prefix courses*

IS 486 Network Security

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 emails.
Credits: 4
Prerequisite: *16 credits in CS or IS prefix courses with a grade of C or better*

JS 629 Social Movement and Community Organization

This course examines community organizing and social movements for transformation and reform. Discusses the concepts of social justice, human rights, and informed citizens.
Credits: 4

JS 655 Convict Criminology

This course will examine the experience of the criminal justice system from those who have experienced it firsthand. Students will discuss research from scholars who are currently and formerly incarcerated or otherwise impacted by the criminal or juvenile justice system.
Credits: 4

JS 658 Justice and Social Theory

This course will examine theories of justice from social, legal, and criminological perspectives with their application to current and historical social justice issues.
Credits: 4
Prerequisite: *CJ 608*

JS 659 Social Problems

This course will examine complex social issues, causes, symptoms, and reactions with a focus on how each relates to the notion of justice. Focuses on contemporary issues of social justice.
Credits: 4

LING 101 Language: Misconceptions vs. Reality

This class focuses on helping students debunk linguistic misconceptions using relevant facts and linguistic principles. Topics to be explored include: Do animals have language? Is English harder than other languages? Is there one "correct" English? Do all languages have grammar? Is baby-talk detrimental for young children? Do men and women talk differently? Are some languages more expressive than others? This class introduces students to some of the basic tools linguists use to study language, but requires no previous understanding of linguistics.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

LING 102 Language and Power

An introduction to the study of language in relation to power and identity in modern society. We explore the role of language in constructing social identity and systems of power by focusing on language use in relation to social class, regional dialects, ethnicity, gender and sexual orientation, education, multilingualism and social media, as well as propaganda and social control. This class introduces students to some of the basic tools linguists use to study language, but requires no previous understanding of linguistics.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

LING 103 English in a Global Context

This class explores the development of English as a global language. We analyze the historical, social, political, and technological developments

Course Descriptions

leading to English becoming the most widespread language in international communication. Topics also include the emergence of new Englishes, standardization, colonialism and the effects of English dominance on linguistic diversity, minority languages, and educational policies. This class introduces students to some of the basic tools linguists use to study language, but requires no previous understanding of linguistics.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

LING 136 Academic Discourse for International Students

Analysis of academic discourse in order to understand the language demands of college-level reading with emphasis on strategies for reading comprehension, sentence structure and vocabulary development. Recommended co-enrollment with WR 121Z.
Credits: 4

LING 209 Introduction to Language Study

The course gives students a basic understanding of the language structure of young children (12 months-5 years old) as well as the process of language acquisition and language change.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

LING 214 Linguistics and Education

An introduction to the study of linguistic structure/function (phonetics, phonology, morphology, syntax, semantics and pragmatics) focused on early childhood/elementary/middle educational contexts, including first and second language acquisition, phonological awareness, bilingualism, dialect diversity, literacy and classroom discourse.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

LING 310 Introduction to Linguistics

An examination of the nature and structure of human languages (phonetics, phonology, morphology, syntax, semantics and pragmatics), as well as issues in applied linguistics, child language acquisition, literacy and dialect diversity.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

LING 312 Language and Society

A study of the relationship between language and society, including linguistic diversity, bilingualism, multilingualism, ethnography of speaking and social bases for language change.
Credits: 4
Prerequisite: *LING 310 or SPAN 379 and SPAN 315 or SPAN 301, SPAN 302, SPAN 303 or SPAN 317, SPAN 318, SPAN 319 or consent of instructor*

LING 314 Language Study for Elementary/Middle Teachers

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.
Credits: 4
Prerequisite: *LING 209, LING 214 or LING 310*

LING 315 Structure of English

Overview of the linguistic structure of English including word structure and the grammar of simple and complex sentences in authentic texts.
Credits: 4
Prerequisite: *LING 209 or LING 214 or LING 310 or SPAN 379*

LING 316 Spanish/English: Comparative Study for Bilingual Classrooms

Comparative study of Spanish and English linguistic patterns, including those most relevant for early literacy and bilingual language competencies. Emphasis on the specific linguistic and developmental patterns of language acquisition and early literacy that arise among bilingual learners.
Credits: 4
Prerequisite: *SPAN 203, or equivalent, or consent of instructor*

LING 350 Linguistics in the Digital Age

Study of large collections of electronic text for linguistic analysis. After introducing corpus design, creation and analytical methods, corpus techniques are applied to a variety of linguistic issues including variation and change, literacy stylistics and the acquisition and teaching of English.
Credits: 4
Prerequisite: *LING 310 or SPAN 379 and LING 315 or SPAN 301, SPAN 302, SPAN 303 or SPAN 317, SPAN 318, SPAN 319 or consent of instructor*

LING 370 Meaning and Context

The study of linguistic meaning and social context, the interaction of semantics and pragmatics, including word and sentence meaning, presupposition, deixis, speech acts and conversational analysis.
Credits: 4
Prerequisite: *LING 310 or SPAN 379 or consent of instructor*

LING 406 Special Individual Studies

Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member.
May be repeated for up to 15 credits.
Credits: 1-15
Prerequisite: *Consent of instructor*

Course Descriptions

LING 407 Seminar

May be repeated for up to 8 credits, if content is different.
Credits: 4

LING 409 Internship

Terms and hours to be arranged.
May be repeated for up to 8 credits.
Credits: 1-8

LING 410 Theories of Foreign Language Acquisition for Adult/Young Adult Learners

Introduction to adult and young adult foreign language learning. Will study the principles and processes that govern second language learning in adults and young adults, with attention to the processes of child language acquisition that are both similar to and different from, foreign language acquisition.
Credits: 4
Prerequisite: *LING 209 or LING 214 or LING 310 or SPAN 379 or consent of instructor*

LING 415 Strategies in Foreign Language Teaching for Adult/Young Adult Learners

Overview of past and contemporary methods of teaching languages in foreign language contexts and the relationship between methodological trends, theories of language learning and the contexts of teaching.
Credits: 4
Prerequisite: *LING 310 or SPAN 379 and LING 315 (may be taken concurrently) or SPAN 301, SPAN 302, SPAN 303 or SPAN 317, SPAN 318, SPAN 319 or consent of instructor*

LING 416 TEFL Certificate Practicum

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.
Credits: 2
Prerequisite: *LING 410, LING 415 and LING 492 (may be taken concurrently) or consent of instructor*

LING 450 Linguistic Analysis of Style and Genre

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.
Credits: 4
Prerequisite: *LING 310 and 315 or consent of instructor*

LING 490 History of the English Language

A study of the historical origins and development of the English language, including the principles and processes of language change.
Credits: 4
Prerequisite: *LING 310 and 315 or consent of instructor*

LING 492 Pedagogical Grammar in TEFL for Adult/Young Adult Learners

Course, designed for prospective EFL/ESL teachers, examines English syntax in depth, with special emphasis on aspects of English grammar that present difficulty for EFL/ESL speakers. Topics include, the auxiliary system of English, the tense/aspect system, complementation, reference.
Credits: 4
Prerequisite: *LING 415 or consent of instructor*

LING 496 Special Topics in Linguistics

An exploration of selected topics in linguistics. Specific focus will be identified in each year's schedule of classes.
Credits: 4
Prerequisite: *Consent of instructor*

LING 550 Linguistic Analysis of Style and Genre

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.
Credits: 4
Prerequisite: *LING 310 and 315 or consent of instructor*

LING 596 Special Topics in Linguistics

An exploration of selected topics in linguistics. Specific focus will be identified in each year's schedule of classes.
Credits: 4
Prerequisite: *Consent of instructor*

LING 606 Special Individual Studies

Terms and hours to be arranged. Opportunity to study a special or individual area of interest under the guidance of a designated faculty member.
May be repeated for up to 9 credits, if content is different.
Credits: 1-15
Prerequisite: *Consent of instructor*

LIT 101 Topics in Literature

General Education course with variable topics (identified in schedule of classes); each section presents a variety of literary texts focused on a specific thematic topic.
May be repeated once for credit, if the content is different.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

LIT 102 Literary Genres

General Education course with each section focused on a specific literary genre (identified in schedule of classes); can include genres like

Course Descriptions

comedy, drama, novella, poetry, satire, and others.
May be repeated once for credit, if the content is different.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

LIT 103 Literature and Society

This General Education course focuses on the relationship between literature and society, and each section is focused on variable social topics (identified in schedule of classes). It may be repeated one time for credit, if the content is different.
May be repeated once for credit, if the content is different.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

LIT 110 Critical Themes in Literature

This General Education course focuses on critically analyzing large, philosophical themes connecting a variety of literary texts. Each section is focused on variable themes (identified in schedule of classes).
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

LIT 230 Introduction to Literary Studies

Core course in the English major focuses on writing about literature, literary research methods, and the basics of close reading.
Credits: 4

LIT 240 British Literature

An introduction to historically significant works of British literature.
Credits: 4

LIT 250 American Literature

An introduction to historically significant works of American literature.
Credits: 4

LIT 260 Global Literature

An introduction to historically significant works of global Anglophone literature.
Credits: 4

LIT 330 Literary History

Advanced study of one or more historical period and/or movements (identified in schedule of classes). Repeatable once with different topic.
1 Time
Credits: 4

LIT 340 Genre Studies

Advanced study of a specific literary genre (identified in schedule of classes); can include genres like comedy, drama, novella, poetry, satire, and others. Repeatable once with different topic.
1 Time
Credits: 4

LIT 380 The Bible as Literature

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, social, and philosophical traditions of the Western world. LIT 380 is an option for the Integrated Learning General Education category.
Credits: 4
Prerequisite: *Completed General Education Writing requirement*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

LIT 381 African Literature

This course focuses on modern and contemporary African literature. We will examine fiction, drama, and poetry from a variety of Sub-Saharan African locations (such as Nigeria, Zimbabwe, and South Africa). We will discuss several major concerns of African literary studies, concerns that are necessarily interdisciplinary: e.g., the appropriation of the colonizer's language and literary traditions, colonial racism's legacies in the postcolonial era, the role of indigenous thought in modern and contemporary writing, the relationship between the sacred and the secular in African modernity.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

LIT 382 Cultural Trauma and Memory

This course examines how cultural traumas are memorialized in literary and aesthetic texts. We will read key theoretical texts on trauma and memory from various academic disciplines. Drawing on interdisciplinary trauma and memory studies, we will
analyze representations of culture trauma in literature, film, or other arts. Topics explored may include genocide and
reconciliation, intergenerational memory, insidious and everyday violence, and trauma as experienced within non-Western memory systems.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

LIT 383 Gender and Literature

Variable topic course (to be identified in schedule of classes), including focuses like women writers, gender identity, masculinity.
Credits: 4

LIT 386 Film History and Technique

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.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

Course Descriptions

LIT 387 Mythology: Subtitle based on content

An exploration of a body of myth (topical or geographical) as that mythology is presented and interpreted in poetry, drama, and fiction. Discussion will focus on both the literary value of the works and the way in which they assist in understanding the mythic underpinnings of the originating culture. Specific focus will be identified in the online course offerings.
May be repeated once for credit, if content is different.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

LIT 399 Special Studies

An in-depth study of a special topic in literature as identified in the online course offerings.
May be repeated for up to 8 credits, if content is different.
Credits: 4-8

LIT 401 Major Authors

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 repeated once for credit, if content is different.
Credits: 4

LIT 402 Topics in Theory

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 repeated once for credit, if content is different.
Credits: 4

LIT 403 Literary Controversies

Advanced study of a specific literary controversy (identified in schedule of classes); can include socio-political issues, authorial rivalries, or identity construction. Repeatable once with different topic.
1 Time
Credits: 4

LIT 404 Contemporary Literature

A seminar on literature of the contemporary period: 1945 to the present. Repeatable once with different topic.
1 Time
Credits: 4

LIT 406 Special Individual Studies

Terms and hours to be arranged. Individual or special studies in a limited area of interest under the guidance of a designated faculty member.
May be repeated for up to 12 credits, if content is different.
Credits: 1-12
Prerequisite: *Consent of instructor*

LIT 407 Seminar

Specific focus will be identified in the online course offerings.
May be repeated for up to 8 credits, if content is different.
Credits: 4-8

LIT 501 Major Authors

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 repeated once for credit, if content is different.
Credits: 4

LIT 502 Topics in Theory

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 repeated once for credit, if content is different.
Credits: 4

LIT 503 Literary Controversies

Advanced study of a specific literary controversy (identified in schedule of classes); can include socio-political issues, authorial rivalries, or identity construction. Repeatable once with different topic.
1 Time
Credits: 4

LIT 504 Contemporary Literature

A seminar on literature of the contemporary period: 1945 to the present. Repeatable once with different topic.
1 Time
Credits: 4

LIT 506 Special Individual Studies

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.
May be repeated for up to 9 credits, if content is different.
Credits: 1-9
Prerequisite: Consent of Instructor

LIT 507 Seminar

Specific focus will be identified in the online course offerings.
May be repeated for up to 8 credits, if content is different.
Credits: 4-8

LIT 543 Studies in World Literatures

In-depth study of literary works outside the European/U.S. tradition, such as African or Asian. Specific focus will be identified in the online course offerings.
Credits: 4

ML 101 First Year Language Study I

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 credit, if content is different.
Credits: 4

ML 102 First Year Language Study II

Second term of beginning language series for students to acquire further listening, speaking, reading and writing skills and cultural knowledge.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *ML 101 (or equivalent)*

ML 103 First Year Language Study III

Final term of beginning language series for students to develop greater communication skills and cultural knowledge.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *ML 102 (or equivalent)*

ML 199 First Year Foreign Language: Topic

Offers students studying foreign languages not currently offered at WOU the opportunity to earn credit for their efforts.
May be repeated for up to 12 credits.
Credits: 4-12

ML 201 Second Year Language Study I

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 credit, if content is different.
Credits: 4
Prerequisite: *ML 103 (or equivalent)*

ML 202 Second Year Language Study II

Consolidating skills taught/reviewed in ML 201, building vocabulary and deepening students' understanding of the language, culture and history.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *ML 201 (or equivalent)*

ML 203 Second Year Language Study III

Final term of second year sequence focuses on building vocabulary, mastery of grammatical structures and deepening students' understanding of culture and history. Prepares students for intermediate language study.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *ML 202 (or equivalent)*

ML 299 Second Year Foreign Language: Topic

Offers students studying foreign languages not currently offered at WOU the opportunity to earn credit for their efforts.
May be repeated for up to 12 credits.
Credits: 4-12

ML 496 Strategies in Modern Language Teaching

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.
Credits: 3-4

MS 111 Military Science I: Introduction to ROTC

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.
Credits: 1
Corequisite: *MS 111L*

MS 111L Lab: Military Science I: Introduction to ROTC

To be taken concurrently with MS 111.
Credits: 0
Corequisite: *MS 111*

MS 112 Military Science I: Land Navigation and Squad Fundamentals

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.
Credits: 1
Corequisite: *MS 112L*

MS 112L Lab: Military Science I: Land Navigation and Squad Fundamentals

To be taken concurrently with MS 112.
Credits: 0
Corequisite: *MS 112*

MS 113 Military Science I: Adventure Training

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.
Credits: 1
Corequisite: *MS 113L*

MS 113L Lab: Military Science I: Adventure Training

To be taken concurrently with MS 113.
Credits: 0
Corequisite: *MS 113*

MS 118 Military Physical Conditioning

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 up to 12 credits. MS 118 for ROTC students. PE 118 for non-ROTC students.
Credits: 1

MS 211 Military Science II: American Military

Introduction to Army values, principles of war, problem-solving, troop leading procedures, basic map reading and land navigation techniques, basic movement techniques at the individual, team and squad levels, battle drills, warrior ethos, effective briefings and communications and basic rifle marksmanship. This class includes a familiarization fire with the M16A2 rifle.
Credits: 2
Corequisite: *MS 211L*

MS 211L Lab: Military Science II: American Military

To be taken concurrently with MS 211.
Credits: 0
Corequisite: *MS 211*

MS 212 Military Science II: Fundamentals of Military Operations

Introduction to patrolling, terrain analysis, map reading, land navigation, route planning, team building, leadership styles and traits, effective Army writing and consideration of others. Includes a field-training exercise as an integrated member of a squad.
Credits: 2
Corequisite: *MS 212L*

MS 212L Lab: Military Science II: Fundamentals of Military Operations

To be taken concurrently with MS 212.
Credits: 0
Corequisite: *MS 212*

MS 213 Military Science II: Military Operations

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.
Credits: 2
Corequisite: *MS 213L*

MS 213L Lab: Military Science II: Military Operations

To be taken concurrently with MS 213.
Credits: 0
Corequisite: *MS 213*

MS 214 Basic Summer Camp: Leader's Training Course

Six weeks of leadership training at Fort Knox, Kentucky. Substitute for the first two years of the ROTC program. Summer only.
Credits: 6

MS 305 American Military History

Prepares ROTC students to employ critical thinking through the study of American military history and the development of the profession of arms. Covers major military engagements from 1865 through the current operating environment. By analyzing these battles, the student will gain an understanding of how the principles of war are applied and how leadership decisions affected the outcome of the battle.
Credits: 3
Prerequisite: *Consent of instructor*

MS 311 Military Science III: Adaptive Team Leadership

Study, practice and evaluate tactical operations related to squad tactical operations. Systematic and specific feedback on leadership attributes and actions. Continue to develop leadership and critical thinking abilities. Study of military leadership, management, theory and dynamics of the military team.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 311L*

MS 311L Lab: Military Science III: Adaptive Team Leadership

To be taken concurrently with MS 311.
Credits: 0
Corequisite: *MS 311*

MS 312 Military Science III: Applied Team Leadership I

Team leadership challenges building cadet awareness and skills in leading tactical operations at small unit level. Review aspect of full spectrum operations. Conduct military briefings and develop proficiency in operation orders process.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 312L*

MS 312L Lab: Military Science III: Applied Team Leadership I

To be taken concurrently with MS 312.
Credits: 0
Corequisite: *MS 312*

MS 313 Military Science III: Applied Team Leadership II

Exploring, evaluating and developing skills in decision-making, persuading and motivating team members in contemporary operating environment. Evaluated as leaders, in preparation to attend ROTC summer LDAC.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 313L*

MS 313L Lab: Military Science III: Applied Team Leadership II

To be taken concurrently with MS 313.
Credits: 0
Corequisite: *MS 313*

Course Descriptions

MS 314 Advanced Summer Camp: Leader Development and Assessment Course

Practical and theoretical instruction for six weeks at Fort Lewis, Washington. Practical leadership application and experience in a military environment.
Credits: 6
Prerequisite: *MS 311, MS 312 and MS 313*

MS 405 Special Topics

Terms and hours to be arranged.
May be repeated for up to 15 credits, if content is different.
Credits: 3
Prerequisite: *Consent of instructor*

MS 411 Military Science IV: Adaptive Leadership

Train, mentor and evaluate underclass cadets. Learn duties and responsibilities of Army staff office and apply processes. Execute and assess battalion training events. Understand and employ risk management process and use soldier fitness program to reduce and manage stress.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 411L*

MS 411L Lab: Military Science IV: Adaptive Leadership

To be taken concurrently with MS 411.
Credits: 0
Corequisite: *MS 411*

MS 412 Military Science IV: Leadership Ethics

Learn about special trust proposed by U.S. Constitution, Army values and ethics and how to apply to everyday life and contemporary operating environments. Learn officer's role in Uniform Code of Military Justice, counseling subordinates, administrative discipline and separations and methods for officer career management.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 412L*

MS 412L Lab: Military Science IV: Leadership Ethics

To be taken concurrently with MS 412.
Credits: 0
Corequisite: *MS 412*

MS 413 Military Science IV: Leadership in Complex World

Explore dynamics of leading soldier's in full spectrum of operations in contemporary operating environment. Examine differences in customs and courtesies, principles of war and rules of engagement in face of terrorism. Develop and present battle analysis.
Lecture and laboratory.
Credits: 3
Prerequisite: *Consent of instructor*
Corequisite: *MS 413L*

MS 413L Lab: Military Science IV: Leadership in Complex World

To be taken concurrently with MS 413.
Credits: 0
Corequisite: *MS 413*

MTH 060 Preliminaries to Algebra

Provides pre-algebraic preparation with a focus on algebraic concepts and processes. Provides a solid background in signed numbers, manipulation of elementary algebraic expressions and equation solving. Applications, graphs, functions, formulas and proper mathematical notation are emphasized throughout the course. Describes concepts using verbal, numerical, graphic and symbolic forms. Credits earned apply for enrollment (eligibility) but do not apply toward a degree; satisfies no university or college requirement. Additional fee applies.
Credits: 4

MTH 070 Introductory Algebra

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.
Credits: 4
Prerequisite: *MTH 060 with a grade of C- or better or satisfactory score on WOU's math placement test*

MTH 095 Intermediate Algebra

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.
Credits: 4
Prerequisite: MTH 070 with a grade of C- or better or satisfactory score on WOU's math placement test

MTH 101 Algebraic Foundations

Basics of algebra; topics include equation solving, evaluation and simplification of algebraic expressions, graphing, problem solving and modeling. Focus on linear, quadratic, polynomial, radical and rational functions. This course serves as a prerequisite for MTH 111Z, MTH 211 and STAT 243Z and does not count towards General Education credits.
Three hours of lecture plus two hours of lab.
Credits: 4

MTH 105Z Math in Society

An exploration of present-day applications of mathematics focused on developing numeracy. Major topics include quantitative reasoning and problem-solving strategies, probability

and statistics, and financial mathematics; these topics are to be weighted approximately equally. This course emphasizes mathematical literacy and communication, relevant everyday applications, and the appropriate use of current technology. Three hours lecture plus two hours lab.
Credits: 4
General Education: *Foundational Skills: Mathematics*

MTH 110 Applied College Mathematics

Study of rates, proportions and percent in applications; investigation into various types of data and ways to describe, represent and analyze data; and study of polynomial, exponential, logarithmic and power families of functions for use in modeling real-world data. Completion of this course does not serve as a prerequisite for any mathematics course other than STAT 243Z.
Credits: 4
General Education: *Foundational Skills: Mathematics*

MTH 111Z Precalculus I: Functions

A course primarily designed for students preparing for trigonometry or calculus. This course focuses on functions and their properties, including polynomial, rational, exponential, logarithmic, piecewise-defined, and inverse functions. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.
Credits: 4
Prerequisite: *MTH 095 with a grade of C- or better, or MTH 101 with a grade of C- or better, or satisfactory score on WOU's math placement test*
General Education: *Foundational Skills: Mathematics*

MTH 112Z Precalculus II: Trigonometry

A course primarily designed for students preparing for calculus and related disciplines. This course explores trigonometric functions and their applications as well as the language and measurement of angles, triangles, circles, and vectors. These topics will be explored symbolically, numerically, and graphically in real-life applications and interpreted in context. This course emphasizes skill building, problem solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of present-day technology.
Credits: 4
Prerequisite: *MTH 111Z with grade of C- or better or satisfactory score on WOU's math placement test*
General Education: *Foundational Skills: Mathematics*

MTH 199 Special Studies: Mathematics

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-6

MTH 211 Foundations of Elementary Mathematics I

Intended for prospective elementary or middle school teachers. Introduction to problem-solving, set theory, whole number operations, number theory and integer operations.
Three-hour lecture plus two-hour lab.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 095 with a grade of C- or better, or MTH 101 with a grade of C- or better, or satisfactory score on WOU's math placement test*
General Education: *Foundational Skills: Mathematics*
Note: To meet the General Education Foundations Mathematics requirement complete MTH 211 **and** MTH 212.

MTH 212 Foundations of Elementary Mathematics II

Intended for prospective elementary or middle school teachers. Operations with fractions and decimals, percentage, ratio and proportion, real numbers. Introduction to probability and statistics.
Three-hour lecture plus two-hour laboratory.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 211 with a grade of C- or better*
General Education: *Foundational Skills: Mathematics*
Note: To meet the General Education Foundations Mathematics requirement complete MTH 211 **and** MTH 212.

MTH 213 Foundations of Elementary Mathematics III

Intended for prospective elementary or middle school teachers. Introduction to geometric figures, congruence and similarity, measurement (area, perimeter, volume and surface area).
Three-hour lecture plus two-hour laboratory.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: MTH 211 with a grade of C- or better

MTH 231 Elements of Discrete Mathematics I

Topics include sets, set operations, elementary symbolic logic, proof techniques and study of polynomial, rational and power functions.
Does not apply toward a math major/minor.
Credits: 4
General Education: *Foundational Skills: Mathematics*

MTH 232 Elements of Discrete Mathematics II

Topics include study of exponential, logarithmic and discrete functions, analysis of algorithms, sequences and strings, enumeration, matrix algebra and systems of linear equations.
Three-hour lecture plus one-hour laboratory.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 231 with a grade of C or better*

Course Descriptions

MTH 241 Calculus for Social Science I

Differential calculus with emphasis on applications and model building in business and social science.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 111Z with a grade of C- or better*

MTH 242 Calculus for Social Sciences II

Integral and multivariate calculus with emphasis on applications and model building in business and social science.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 241 with a grade of C- or better*

MTH 244 Introduction to Probability and Statistics II

A second course in statistics open to all majors covering testing two-sample problems, linear regression and correlation, chi-squared goodness of fit tests, one-way and two-way analysis of variance.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *STAT 243Z with a grade of C- or better*

MTH 251Z Differential Calculus

This course explores limits, continuity, derivatives, and their applications for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.
Credits: 4
Prerequisite: *MTH 112Z with grade of C- or better or satisfactory score on WOU's math placement test*
General Education: *Foundational Skills: Mathematics*

MTH 252Z Integral Calculus

This course explores Riemann sums, definite integrals, and indefinite integrals for real-valued functions of a single variable. These topics will be explored graphically, numerically, and symbolically in real-life applications. This course emphasizes abstraction, problem-solving, modeling, reasoning, communication, connections with other disciplines, and the appropriate use of technology.
Credits: 4
Prerequisite: *MTH 251Z with a grade of C- or better*

MTH 253Z Calculus: Sequences and Series

This course explores real-valued sequences and series, including power and Taylor series. Topics include convergence and divergence tests and applications. These topics will be explored graphically, numerically, and symbolically. This course emphasizes abstraction, problem-solving, reasoning, communication, connections with other disciplines, and the appropriate use of technology.
Credits: 4
Prerequisite: *MTH 252Z with a grade of C- or better*

MTH 254 Multivariate Calculus

Elementary vector algebra. Curves in space. Differential and integral calculus of functions of several variables and applications.
Credits: 4
Prerequisite: *MTH 252Z with a grade of C- or better*

MTH 280 Introduction to Proof

An introduction to basic proof strategies and elementary logic. Elementary set and function theory.
Credits: 4
Prerequisite: MTH 112Z or MTH 231 or MTH 251Z or MTH 252Z *or PHL 103 all with a grade of C- or better or satisfactory score on WOU's placement exam.*

MTH 308 Computational Linear Algebra

A course in the techniques and applications of linear algebra in the field of data science. The core topics include solving systems of linear equations, eigenvalues and eigenvectors, matrix decomposition, the pseudoinverse and least squares approximations, and the singular value decomposition. Theory is supplemented with extensive applications and computer programming.
Credits: 4
Prerequisite: *STAT 243Z or MTH 365 with a grade of C- or better, and CS 133 or CS 161 with a grade of C or better, or consent of instructor*

MTH 311 Advanced Calculus I

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.
Credits: 4
Prerequisite: *MTH 341 and at least one of the following: MTH 337, MTH 346, MTH 355, or MTH 441 with a grade of C- or better. (MTH 344 is strongly recommended)*

MTH 312 Advanced Calculus II

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.
Credits: 4
Prerequisite: *MTH 311 with a grade of C- or better*

MTH 313 Advanced Calculus III

Treatment of the differential and integral calculus of functions of several variables. Inverse Function Theorem, the Implicit Function Theorem, Lagrange's method of constrained optimization. Representation of functions by infinite series, power series and integrals.
Credits: 4
Prerequisite: *MTH 312 with a grade of C- or better*

Course Descriptions

MTH 314 Differential Equations

Introduction to methods of solutions of first and second order differential equations. Linear and nonlinear equations, series solutions, applications.
Credits: 4
Prerequisite: *MTH 252Z with a grade of C- or better*

MTH 337 Geometry

Rigorous treatment of geometry with topics selected from Euclidean, non-Euclidean, spherical, analytic or transformational geometry.
Credits: 4
Prerequisite: *MTH 232 with a grade of C+ or better, or MTH 280 with a grade of C- or better*

MTH 341 Linear Algebra I

Vector algebra and geometry of 3-space, systems of linear equations, Gaussian elimination, real vector spaces, determinants, linear transformations.
Credits: 4
Prerequisite: MTH 232 with a grade of C+ or better (MTH 232 can be taken concurrently), *MTH 280 with a grade of C- or better (MTH 280 can be taken concurrently)*

MTH 344 Group Theory

An introduction to the theory of groups. Lagrange's Theorem, normal subgroups, homomorphism and the isomorphism theorems.
Credits: 4
Prerequisite: *MTH 341 and at least one of the following: MTH 337, MTH 346, MTH 355 or MTH 441 with grade of C- or better*

MTH 345 Ring Theory

An introduction to the theory of rings and fields.
Credits: 4
Prerequisite: *MTH 344 with a grade of C- or better*

MTH 346 Number Theory

Properties of integers. The division and Euclidean algorithms, Diophantine equations, prime numbers, congruencies and residues.
Credits: 4
Prerequisite: Prerequisite: MTH 232 with a grade of C+ or better, or MTH 280 with a grade of C- or better (MTH 280 can be taken concurrently)

MTH 351 Introduction to Numerical Analysis

Computer representation of numbers, error analysis, root finding, interpolation, approximation of functions, numerical integration and differentiation.
Credits: 4
Prerequisite: *MTH 341 with a grade of C- or better*

MTH 354 Applied Discrete Mathematics

Topics include recurrence relations, graph theory, network models and combinatorial circuits.
Credits: 4
Prerequisite: *MTH 232 or MTH 252Z with a grade of C or better or concurrent enrollment in MTH 252Z.*

MTH 355 Discrete Mathematics

Sets, relations, functions, enumeration, mathematical induction, graph theory.
Credits: 4
Prerequisite: MTH 232 with a grade of C+ or better, or *MTH 280 with a grade of C- or better*

MTH 358 Mathematical Modeling

Construction, analysis and interpretation of a variety of mathematical models that arise from real-world problems.
Credits: 4
Prerequisite: *MTH 254 and MTH 341 with a grade of C- or better*

MTH 363 Operations Research

Optimization of functions with linear constraints, convex sets, the simplex method and applications, duality; two-person matrix games.
Credits: 4
Prerequisite: *MTH 341 with a grade of C- or better*

MTH 365 Mathematical Probability

Probability theory developed through moment generating functions. Random variables, classical probability distributions.
Credits: 4
Prerequisite: *MTH 252Z with a grade of C- or better; recommended MTH 253Z or MTH 254*

MTH 366 Mathematical Statistics

Theory of point and interval estimation, hypothesis and significance testing.
Credits: 4
Prerequisite: *MTH 365 with grade of C- or better*

MTH 392 College Algebra for Elementary and Middle School Teachers

Explorations of basic elements of algebraic skills and algebraic thinking via problem solving, the visual representation and use of algebraic methods. Topics include integer arrays, algebraic patterns, linear equations, quadratic equations, and graphing. Also included are explorations of student's understanding of mathematics related to the teaching of algebra and algebraic thinking as outlined in the State Standards for grades K-8. Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 211 and MTH 212 with a grade of C- or better*

MTH 393 Probability & Statistics for Elementary and Middle School Teachers

Explorations of basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Also included are explorations of student's understanding of

mathematics related to the teaching of probability and statistics as outlined in the State Standards for grades K-8. Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 212 with a grade of C- or better*

MTH 394 Geometry and Measurement for Elementary and Middle School Teachers

Explorations of basic elements of intuitive geometry and measurement including construction, basic Euclidean geometry, informal proof, problem solving and measurement. Also included are explorations of student's understanding of mathematics related to the teaching of geometry and measurement as outlined in State Standards for grades K-8.
Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 213 with a grade of C- or better*

MTH 396 Elementary Problem Solving

Mathematical problem-solving, techniques and materials helpful in improving student problem-solving abilities, mentoring of elementary students in problem-solving processes. Does not apply toward a math major/minor.
Credits: 4
Prerequisite: *MTH 212 with a grade of C- or better*

MTH 397 Secondary Problem Solving

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.
Credits: 3
Prerequisite: *MTH 341 and MTH 337*

MTH 398 Discrete Mathematics for Elementary and Middle School Teachers

Explores topics in discrete mathematics including set theory, enumeration and graph theory. Techniques in enumeration include the multiplication rule, combinations and permutations. Topics in graph theory include coloring, the traveling salesman problem and spanning trees. Two-hour lecture plus two-hours laboratory.
Credits: 3
Prerequisite: MTH 212 with a grade of C- or better

MTH 401 Introduction to Senior Project

Terms to be arranged during final year of study.
Credits: 1

MTH 402 Independent Study

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-8

MTH 403 Mathematics Senior Capstone

Students will complete a research project on an advanced topic of their choice. Terms to be arranged with an instructor.
May be repeated for up to 16 credits.
Credits: 1-8
Prerequisite: *Consent of instructor*

MTH 404 Senior Project II

Continuation of MTH 403.
Credits: 3
Prerequisite: *MTH 403 with a grade of C- or better*

MTH 406 Special Topics in Mathematics

Special topics in mathematics for advanced undergraduate students. Students will be expected to complete a research project.
May be repeated four times for credit.
Credits: 4

MTH 409 Practicum; Work Experience; Internship

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-8

MTH 411 Mathematics Education Capstone I

Terms to be arranged before entering the Education Program.
Credits: 2
Corequisite: *May be taken concurrently with MTH 412*

MTH 412 Mathematics Education Capstone II

Terms to be arranged before entering the Education program.
Credits: 2
Corequisite: *May be taken concurrently with MTH 411*

MTH 413 Economics and Mathematics Capstone I

Terms to be arranged during final year of study.
Credits: 2

MTH 414 Economics and Mathematics Capstone II

Terms to be arranged during final year of study.
Credits: 2
Prerequisite: *MTH 413 with a grade of C- or better*

MTH 416 Complex Analysis

The analysis of functions of a single complex variable. Conformal mappings, Cauchy's Theorem, Cauchy's Integral Formula, power series expansions of analytic functions.
Credits: 4
Prerequisite: *MTH 344 with a grade of C- or better or consent of instructor*

MTH 441 Linear Algebra II

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.
Credits: 4
Prerequisite: *MTH 341 with a grade of C- or better*

MTH 451 Numerical Analysis

Introduction to numerical linear algebra, elements of approximation theory including data fitting. Theoretical foundations of numerical analysis.
Credits: 4
Prerequisite: *MTH 311 and MTH 351 with a grade of C- or better*

MTH 472 History of Mathematics

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.
Credits: 4
Prerequisite: *consent of instructor*

MTH 481 Research

Terms and hours to be arranged. May be repeated for credit.
Credits: 1

MTH 489 Algebraic Structures for Middle School Teachers

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.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor*

MTH 491 Historical Topics In Mathematics for Middle School Teachers

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.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor*

MTH 492 Abstract Algebra for Middle School Teachers

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 laboratory.
Does not apply toward a math major/minor.
Credits: 3
Prerequisite: *MTH 213 with a grade of C- or better or consent of instructor*

MTH 493 Experimental Probability and Statistics for Middle School Teachers

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.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor*

MTH 494 Geometry for Middle School Teachers

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.
Two hours of lecture plus two hours laboratory.
Does not apply toward a math major/minor.
Credits: 3
Prerequisite: MTH 213 with a grade of C- or better

MTH 495 Calculus Concepts for Middle School Teachers

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 laboratory.
Does not apply toward a math major/minor.
Credits: 3
Prerequisite: MTH 111Z or MTH 392 with a grade of C- or better and MTH 212 with a grade of C- or better

MTH 496 Problem-Solving for Middle School Teachers

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on general problem-solving techniques, introduces techniques and materials helpful in improving student problem solving abilities and suggests ways to organize the curriculum to meet problem-solving goals.
Does not apply toward a math major/minor.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor*

MTH 497 Discrete Mathematics for Middle School Teachers

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.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and*

Course Descriptions

MTH 213, all with a grade of C- or better, or consent of instructor

MTH 499 Algebraic Problem-Solving for Middle School Teachers

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.
Credits: 3
Prerequisite: *MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor*

MTH 502 Independent Study

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-8

MTH 509 Practicum; Work Experience; Internship

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-8

MTH 541 Linear Algebra II

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.
Credits: 4
Prerequisite: *MTH 341 with a grade of C- or better*

MTH 589 Algebraic Structures for Middle School Teachers

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.
Credits: 3

MTH 591 Historical Topics In Mathematics for Middle School Teachers

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.
Credits: 3

MTH 592 Abstract Algebra for Middle School Teachers

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 laboratory.
Does not apply toward a math major/minor.
Credits: 3

MTH 593 Experimental Probability and Statistics for Middle School Teachers

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.
Credits: 3

MTH 594 Geometry for Middle School Teachers

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.
Two hours of lecture plus two hours laboratory.
Does not apply toward a math major/minor.
Credits: 3

MTH 595 Calculus Concepts for Middle School Teachers

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 laboratory.
Does not apply toward a math major/minor.
Credits: 3

MTH 596 Problem-Solving for Middle School Teachers

Assists middle school teachers in becoming better mathematical problem solvers. Focuses on general problem-solving techniques, introduces techniques and materials helpful in improving student problem solving abilities and suggests ways to organize the curriculum to meet problem-solving goals.
Does not apply toward a math major/minor.
Credits: 3

MTH 597 Discrete Mathematics for Middle School Teachers

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.
Credits: 3

MTH 599 Algebraic Problem-Solving for Middle School Teachers

Course Descriptions

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.
Credits: 3

MTH 601 Research

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-9

MTH 602 Independent Study

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-6

MTH 609 Practicum; Work Experience; Internship

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-6

MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of counting, whole number operations. Investigation of the learning trajectory of number and operations throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of number and operations as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of number and operations with fractions and proportions. Investigation of the learning trajectory of fractions and proportions throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of fractions and proportions as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of geometry and measurement in grades K-8. Investigation of the learning trajectory of geometry and measurement throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of geometry and measurement as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of elementary statistics and probability in grades K-8. Investigation of the learning trajectory of elementary statistics and probability throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of statistics and probability as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of patterns and algebraic thinking in grades K-8. Investigation of the learning trajectory of patterns and algebraic thinking throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of patterns and algebraic thinking as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices

Deep exploration into the teaching and learning of algebraic thinking with an emphasis on functions in grades K-8. Investigation of the learning trajectory of algebra and functions throughout the K-8 curriculum and instruction and activities based on effective standards for mathematical practice will be emphasized. Also deepening the candidate's understanding of the mathematics and specialized content knowledge related to the teaching of algebra and functions as outlined in the Common Core State Standards for grades K-8.
Credits: 3

MTH 621 Number and Operations for K - 8 Teachers

Exploring and understanding the foundations and properties of arithmetic operations, place value, number comparisons and equivalences.
Credits: 3
Prerequisite: *Graduate admission to WOU*

MTH 622 Decimals and Data for K-8 Teachers

Exploring and understanding decimal

models and operations, and the foundations of data collection and display.
Credits: 3
Prerequisite: *Graduate admission to WOU*

MTH 623 Geometry for K - 8 Teachers

Exploring and understanding the structure and composition of two-dimensional and three-dimensional geometry.
Credits: 3
Prerequisite: *Graduate admission to WOU*

MUE 201 Introduction to Music Education

Provide students with overview of principles, theories, philosophies, and practices of music education in today's schools. This course includes observation of regular classrooms and music instruction at all levels of K-12 education.
Credits: 3

MUE 250 Music Education Seminar

In this course, students will meet to discuss contemporary topics related to K-12 music education. This will include topics and demonstrations related to pedagogy, classroom management, best practices, current issues in music education and more.
May be repeated six times for credit.
Credits: 1

MUE 318 Elementary Music Methods

Activities, materials and curriculum for teaching music in early childhood and elementary contexts. Applicable to both general classroom teaching and music specialists. No previous musical training is required; however, any previous experience performing music will enable students to gain greater insight into the processes discussed and practiced in this class.
Credits: 3

MUE 399 Special Studies

May be repeated for up to 16 credits.
Credits: 1-3

MUE 426 Instrumental Methods and Materials

This course will develop skills, competencies, and understanding in the field of instrumental music education that will contribute to the goal of becoming a more knowledgeable and effective music teacher.
Credits: 3

MUE 427 Choral Methods and Materials

This course develops knowledge and abilities necessary for the creation and maintenance of a meaningful choral music education program in an elementary and/or secondary school. Focuses mainly on the logistical and managerial responsibilities of a choral music teaching position. Also includes musical issues.
Credits: 3

MUE 434 Elementary Music Methods and Content Pedagogy

Part of a two-course sequence with MUE 436/MUE 536, this course is designed to emphasize elementary music education content knowledge, application of content, planning for instruction and instructional strategies to improve K-12 grade learning, including students of diverse backgrounds and needs.
Credits: 3

MUE 436 Secondary Music Methods and Content Pedagogy

This course will introduce students to a wide range of principles, concepts, techniques and practices currently being used successfully in secondary (grades 6-12) music ensembles (choral and instrumental) including overall program goals and organization, pedagogically sound teaching practices, recruiting, scheduling, administration, classroom management, curriculum design, unit and lesson planning, evaluation, rehearsal room organization, and pacing.
Credits: 3

MUE 451 Woodwind Pedagogy

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.
Credits: 2

MUE 452 Brass Techniques

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.
Credits: 2

MUE 453 Percussion Techniques

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.
Credits: 2

MUE 454 String Techniques

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.
Credits: 2

Course Descriptions

MUE 455 Voice Techniques

Focus on learning how to teach singing in the classroom with emphasis on elementary, mid-level, emerging adult voices, and the adolescent changing voice. Topics include vocal anatomy and physiology, singing voice development, sound ideals for singers, cultivating healthy and stylistically appropriate choral tone, diagnosing vocal challenges with appropriate solutions, modeling healthy tone quality, and modeling correct diction with accurate application of International Phonetic Alphabet (IPA).
Credits: 1

MUE 527 Choral Methods

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.
Credits: 3

MUE 536 Secondary Music Methods and Content Pedagogy

This course will introduce students to a wide range of principles, concepts, techniques and practices currently being used successfully in secondary (grades 6-12) music ensembles (choral and instrumental) including overall program goals and organization, pedagogically sound teaching practices, recruiting, scheduling, administration, classroom management, curriculum design, unit and lesson planning, evaluation, rehearsal room organization, and pacing.
Credits: 3

MUE 551 Woodwind Pedagogy

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.
Credits: 2

MUE 552 Brass Techniques

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.
Credits: 2

MUE 553 Percussion Techniques

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.
Credits: 2

MUE 554 String Techniques

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.
Credits: 2

MUEN 101 Concert Choir

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 102 Chamber Singers

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 only to singers with high level of experience.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 103 University Band

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 112 Wind Ensemble

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.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

Course Descriptions

MUEN 115 Mariachi Ensemble

The Mariachi Ensemble includes rehearsal and performance of music in the Mariachi tradition with an emphasis on its historical and cultural development. First and second-year students register for MUEN 115; third-year students and beyond register for MUEN 315.
May be repeated for credit.
Credits: 1

MUEN 141 Percussion Ensemble

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 151 Opera Scenes: Vocal

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.
Credits: 1-3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 152 Opera Scenes: Instrumental

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.
Credits: 1-3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 153 Musical Theatre: Vocal

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.
Credits: 1-3

MUEN 154 Musical Theatre: Instrumental

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.
Credits: 1-3
Prerequisite: *Audition required*

MUEN 161 Western Oregon Voices

The Western Oregon 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.
Credits: 1
Prerequisite: *Audition required*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 162 Jazz Orchestra

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 170 Combo

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 171 Jazz Repertoire Combo

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.
Credits: 1
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 201 WOU Drum Line

The WOU Drum Line is a select group that plays for athletic and other University events. A tuition remission may be available for highly qualified members.
May be repeated for up to 12 credits.
Credits: 1
Prerequisite: *Audition required*
General Education: *Exploring*

Course Descriptions

Knowledge: Literary and Aesthetic Perspectives

MUEN 202 WOU Pep Band

The WOU Pep Band is a select group that plays for athletic and other University events. A tuition remission may be available for highly-qualified members.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUEN 301 Concert Choir

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.
Credits: 1

MUEN 302 Chamber Singers

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 only to singers with high level of experience.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 303 University Band

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.
Credits: 1

MUEN 311 Western Oregon Symphony

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.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 312 Wind Ensemble

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.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 315 Mariachi Ensemble

The Mariachi Ensemble includes rehearsal and performance of music in the Mariachi tradition with an emphasis on its historical and cultural development. First and second-year students register for MUEN 115; third-year students and beyond register for MUEN 315.
May be repeated for credit.
Credits: 1

MUEN 341 Percussion Ensemble

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.
Credits: 1

MUEN 351 Opera Scenes: Vocal

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.
Credits: 1-3

MUEN 352 Opera Scenes: Instrumental

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.
Credits: 1-3

MUEN 353 Musical Theatre: Vocal

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.
Credits: 1-3

MUEN 354 Musical Theatre: Instrumental

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.

Course Descriptions

Credits: 1-3
Prerequisite: *Audition required*

MUEN 361 Western Oregon Voices

The Western Oregon 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.
Credits: 1
Prerequisite: *Audition required*

MUEN 362 Jazz Orchestra

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.
Credits: 1

MUEN 370 Combo

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.
Credits: 1

MUEN 371 Jazz Repertoire Combo

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.
Credits: 1

MUEN 501 Concert Choir

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.
Credits: 1

MUEN 502 Chamber Singers

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 only to singers with high level of experience.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 511 Western Oregon Symphony

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.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 512 Wind Ensemble

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.
May be repeated for credit.
Credits: 1
Prerequisite: *Audition required*

MUEN 541 Percussion Ensemble

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.
Credits: 1

MUEN 551 Opera Scenes: Vocal

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.
Credits: 1-3

MUEN 552 Opera Scenes: Instrumental

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.

Course Descriptions

May be repeated for credit.
Credits: 1-3

MUEN 553 Musical Theatre: Vocal

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.
Credits: 1-3

MUEN 554 Musical Theatre: Instrumental

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.
Credits: 1-3
Prerequisite: *Audition required*

MUEN 561 Western Oregon Voices

The Western Oregon 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.
Credits: 1
Prerequisite: *Audition required*

MUEN 562 Jazz Orchestra

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.
Credits: 1

MUEN 570 Combo

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.
Credits: 1

MUEN 571 Jazz Repertoire Combo

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.
Credits: 1

MUP 100 Performance Studies

Individual instruction in music performance at the basic level. This course does not satisfy MUP requirements for music students.
May be repeated for credit.
Credits: 2-4

MUP 110 Lessons: Audio Production

Individualized lessons in audio production.
May be repeated for credit.
Credits: 2-4
Prerequisite: Requires instructor approval.

MUP 115 Lessons: Composition

Individualized lessons in music composition.
May be repeated for credit.
Credits: 2-4
Prerequisite: Requires instructor approval.

MUP 120 Music Performance - Conducting

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Music major or minor*

MUP 125 Lessons: Instrumental

Individual instruction in music performance (instrumental).
May be repeated for credit.
Credits: 2-4
Prerequisite: Requires instructor approval.

MUP 127 Mariachi Performance

Private instruction. Instruction in Mariachi style specifically for: guitarron, vihuela, guitar, violin, trumpet, harp.
May be repeated for credit. 2-4 credits.
Credits: 2-4

MUP 130 Lessons: Vocal

Individualized lessons in vocal performance.
May be repeated for credit.
Credits: 2-4
Prerequisite: Requires instructor approval.

MUP 140 Music Performance - Juried

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Music major or minor*

MUP 210 Music Performance - Audio Production

Private instruction.
May be repeated for credit.

Course Descriptions

Credits: 2-4
Prerequisite: *Pass MUP 110 exit jury*

MUP 215 Music Performance - Composition

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 115 exit jury*

MUP 220 Music Performance - Conducting

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 120 exit jury*

MUP 225 Music Performance - Instrumental

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 125 exit jury*

MUP 230 Music Performance - Vocal

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 130 exit jury*

MUP 240 Music Performance - Juried

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 140 exit jury*

MUP 300 Music Performance - Non-Juried

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Consent of instructor*

MUP 310 Lessons: Audio Production

Individualized lessons in audio production.
May be repeated for credit.
Credits: 2-4
Prerequisite: MUP 210, and requires instructor approval.

MUP 315 Lessons: Composition

Individualized lessons in music composition.
May be repeated for credit.
Credits: 2-4
Prerequisite: MUP 215, and requires instructor approval.

MUP 320 Music Performance - Conducting

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 220 exit jury*

MUP 325 Lessons: Instrumental

Individual instruction in music performance (instrumental).
May be repeated for credit.
Credits: 2-4
Prerequisite: MUP 225, and requires instructor approval.

MUP 327 Mariachi Performance

Private instruction. Instruction in Mariachi style specifically for: guitarron, vihuela, guitar, violin, trumpet, harp.
May be repeated for credit.
Credits: 2-4
Prerequisite: Must have passed 300-level entry jury.

MUP 330 Lessons: Vocal

Individualized lessons in vocal performance.
May be repeated for credit.
Credits: 2-4
Prerequisite: MUP 230, and instructor approval required.

MUP 340 Music Performance - Juried

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 240 exit jury*

MUP 410 Recital: Audio Production

Individualized lessons in audio production. Culminates in a public recital.
May be repeated for credit.
Credits: 2-4
Prerequisite: MUP 310, and requires instructor approval.

MUP 415 Recital: Composition

Individualized lessons in composition. Culminates in a public recital.
Credits: 2-4
Prerequisite: MUP 315, and requires instructor approval.

MUP 420 Music Performance - Conducting

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 320 exit jury*

MUP 425 Recital: Instrumental

Individualized lessons in instrumental performance on a specific instrument. Culminates in a public recital.
Credits: 2-4
Prerequisite: MUP 325, and requires instructor approval.

MUP 430 Recital: Vocal

Individualized lessons in vocal performance. Culminates in a public recital.
Credits: 2-4
Prerequisite: MUP 330, and requires instructor approval.

MUP 440 Music Performance - Juried

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass MUP 340 exit jury*

Course Descriptions

MUP 610 Music Performance - Audio Production On-Campus

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass graduate MUP audition*

MUP 615 Music Performance - Composition

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass graduate MUP audition*

MUP 620 Music Performance - Conducting

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass graduate MUP audition*

MUP 625 Music Performance - Instrumental

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass graduate MUP audition*

MUP 630 Music Performance - Vocal

Private instruction.
May be repeated for credit.
Credits: 2-4
Prerequisite: *Pass graduate MUP audition*

MUP 304 Junior Recital

45- minute performance project designed and completed with faculty approval and supervision. Usually completed during the student's junior or Senior year.
Credits: 2

MUP 490 Senior Recital

60-minute performance project designed and completed with faculty approval and supervision. Usually completed during the student's Senior year.
Credits: 2

MUS 101 Pop Music in America

A historical survey of popular music in North America from minstrelsy to the modern era. Consideration of genre distinctions and fusions, as well as the influence of social and technological context.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 102 Rock Music: A Social History

Overview of rock music from c. 1950 to 1980. Focus on ways in which the music reflected and influenced societal attitudes and behaviors.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 103 Jazz History

A historical survey of jazz from its origins to the present day. Focus on major figures and style characteristics in the 20th century, as well as jazz's place in the social context of the time.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 107 Introduction to Music and its Literature

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.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 111 Music Theory I: Fundamentals of Music

Elements and foundations of music literacy, viewed from the perspective of popular song and classical music: keys, scales, chords, chord function, chord notation, rhythm, and meter.
Credits: 3

MUS 112 Music Theory II: Counterpoint

Principles of melodic interrelationship, as practiced by composers from the Renaissance and Baroque eras: modes, cadences, species counterpoint and chorale-style writing in four parts.
Credits: 3
Prerequisite: *MUS 111 or consent of instructor*

MUS 113 Music Theory III: Form & Analysis

Forms and harmonic devices employed by Classical- and Romantic-era European composers and 20th Century applications thereof in the Americas.
Credits: 3
Prerequisite: *MUS 112 or consent of instructor*

MUS 114 Aural Skills I

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.
Credits: 1

MUS 115 Aural Skills II

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.
Credits: 1
Prerequisite: *MUS 114 or consent of instructor*

Course Descriptions

MUS 116 Aural Skills III

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.
Credits: 1
Prerequisite: *MUS 115 or consent of instructor*

MUS 150 Digital Audio Workstation

Introduction to the concepts of recording, editing, and mixing music using computer-based Digital Audio Workstations (DAWs) including midi, multi-track production, and best practices. Music majors must take this course for three terms.
May be repeated three times for credit.
Credits: 1

MUS 181 Voice Class I

Essentials of singing, including tone production, diction, style and interpretation.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 182 Voice Class II

Essentials of singing, including tone production, diction, style and interpretation.
Credits: 2
Prerequisite: *MUS 181 or consent of instructor*

MUS 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-3

MUS 201 History of Western Classical Music: Antiquity to Baroque

A historical survey of the musical cultures of Western Europe and North America from Ancient Greece through the Renaissance and the Baroque.
Credits: 3
General Education: *Foundational Skills: Critical Thinking*

MUS 202 History of Western Classical Music: Enlightenment to Romantic

A survey of significant composers, works and performance practices in the history of Western European and American art music from the Enlightenment through the late 19th century.
Credits: 3
General Education: *Foundational Skills: Critical Thinking*

MUS 203 History of Western Classical Music: 20th Century to Present

A survey of significant composers, works and trends from the 20th century to the present.
Credits: 3
General Education: *Foundational Skills: Critical Thinking*

MUS 208 Music in Film

Explores the role audio effects and music have on filmic narratives. Students learn various strategies used by film composers, as well as fundamentals of orchestration, arranging, and sound design.
Credits: 3
Prerequisite: *WR 121Z*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

MUS 231 Piano Proficiency I

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.
Credits: 2

MUS 232 Piano Proficiency II

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.
Credits: 2
Prerequisite: MUS 231 *or consent of instructor*

MUS 233 Piano Proficiency III

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.
Credits: 2
Prerequisite: *MUS 232 or consent of instructor*

MUS 240 Making Music Healthy

When distilled down to their purest essence, all of our actions are a balance of three things: health, happiness, and success. Colleges, however, are overwhelmingly aimed at one of those three things: success; specifically, career success. This course is designed to help musicians, and those who are curious about music, to better understand themselves and their environment, in order to increase the chance for a long and healthy life. As we use our bodies and move through the world, we encounter risks to both our musculoskeletal system and mind. For a musician, a common danger is spending large chunks of our day alone in a room with our thoughts, repeatedly performing the same actions; otherwise known as "practicing". However, many of the same risks present for musicians are easily paralleled to a non-music major. After all, what is studying but sitting alone in a room with nothing but your study materials and thoughts, often heedless of your posture and possible stresses. In this course, we will discuss the varied risks to our health caused by our studies towards future career goals. We will learn about and analyze these risks through the lens of music and musicians, and how they can be translated to non-musicians. The course will discuss

musculoskeletal risks, mental health risks, hearing risks, and vocal risks.

Credits: 3
General Education: *Foundational Skills: Health Promotion*

MUS 267 Music in America: 1800-1945

A historical survey of significant performers, composers, works and performance practices of American vernacular music from the mid-19th century to the end of World War II.
Credits: 3

MUS 268 Music in America: 1945-1967

A historical survey of significant performers, composers, works and performance practices of American vernacular music with an emphasis on the music of South and Central America and the history of the guitar.
Credits: 3

MUS 269 Music in America: 1967-Present

A historical survey of significant performers, composers, works and performance practices of American vernacular music from the end of World War II to the present.
Credits: 3

MUS 271 Jazz Improvisation I

This class focuses on the materials and practices for improvising in the jazz idiom. Emphasis will be placed on the harmonic practices of the blues and jazz performance practice as applied to the blues.
Credits: 3
Prerequisite: *MUS 220 or successfully pass the entrance audition for the Jazz Studies Concentration*

MUS 272 Jazz Improvisation II

This class focuses on the materials and practices for improvising in the jazz idiom. Emphasis will be placed on the harmonic practices of functional harmony and jazz interpretations of music from the Great American Songbook.
Credits: 3
Prerequisite: *MUS 271*

MUS 273 Jazz Improvisation III

This class focuses on the materials and practices for improvising in the jazz idiom. Emphasis will be placed on the music of Charlie Parker and the bebop language.
Credits: 3
Prerequisite: *MUS 272*

MUS 300 Music in World Cultures

A survey of the music of global cultures including: Africa, Australia and New Zealand, Asia, and Latin America. Focuses on key styles, musicians, and recordings, emphasizing aural discernment and critical listening skills. The goal of the course is to broaden student awareness and appreciation of the world's music both historically and stylistically.
Credits: 3
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

MUS 301 Pop Music in America

A survey of innovations in popular music from the lens of American culture in the 20th and 21st centuries. This course explores major genres and subgenres of pop, and ties developments in music to visual art, fashion, and the emergence of communication technology.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

MUS 320 Conducting I: Instrumental

Techniques of conducting, including analysis of compositions conducted. The class serves as a laboratory for live conducting experiences.
Credits: 3
Prerequisite: MUS 331

MUS 321 Conducting II: Choral

Study of techniques in choral conducting including analysis of compositions conducted. Preparation of repertoire with special emphasis on problems and solutions in contemporary music.
Credits: 3
Prerequisite: MUS 320

MUS 331 Music Theory IV - Chromatic Harmony

Course in harmony, analysis and model composition that moves from early 19th century tonal practice to the forms that tonality took in the late 19th and early 20th centuries, emphasizing composers' use of the chromatic techniques within large-scale movement organization.
Credits: 3

MUS 332 Music Theory V - Post Tonal Systems

A course combining a survey of 20th century compositional post-tonal styles with analysis and model composition assignments, including modernism, serialism, constructivism, aleatoricism and eclecticism as well as other techniques developed by contemporary composers.
Credits: 3

MUS 333 Music in Modern Culture

Historical and analytic study of music from 1950-today. Explores the close connection between major cultural movements and their effects on the arts, and particularly, sound art. Major topics include expressionism, noise, music philosophy, minimalism, electronic music, and post-modernism.
Credits: 3
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

MUS 334 Aural Skills IV

Development of abilities to sing notated melodies and execute notated

Course Descriptions

rhythms; to notate melodies, rhythms and harmonies presented aurally; and to recognize basic musical forms based on listening and score analysis.
Credits: 1

MUS 335 Aural Skills V

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.
Credits: 1

MUS 336 Aural Skills VI

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.
Credits: 1

MUS 337 Piano Proficiency IV

The study of solo repertoire and technical studies.
Credits: 2

MUS 338 Piano Proficiency V

The study of solo repertoire and technical studies.
Credits: 2

MUS 339 Piano Proficiency VI

The study of solo repertoire and technical studies.
Credits: 2

MUS 345 Careers in Music

Career development, web presence, concert planning and promotion, basic financial principles, copyright issues, and revenue streams for musicians.
Credits: 1

MUS 364 Ethnomusicology II

Study of music and life way of selected world cultures will be followed by field research in local musical subcultures.
Credits: 3
Prerequisite: *MUS 204*

MUS 399 Special Studies

May be repeated for up to 16 credits.
Credits: 1-3

MUS 404 Capstone Project

Capstone project designed and completed with faculty approval and supervision. Usually completed during the student's senior year and includes a public presentation.
Credits: 0

MUS 406 Special Individual Studies

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 up to 16 credits.
Credits: 1-12

MUS 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

MUS 408 Workshops

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

MUS 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-12

MUS 421 Music Media Production I

An introduction to music-production techniques, emphasizing midi processing, sound-sample libraries, midi orchestration, digital audio work states and synchronization of music to various media.
Credits: 3
Prerequisite: *MUS 212*

MUS 422 Music Media Production II

Composing music for film and media with emphasis on film music history, dramatic conceptualization, orchestration, styles and genres. Underscoring projects will be performed, recorded, produced and critiqued. Includes weekly midi lab times for scoring productions, composition and transcriptions.
Credits: 3
Prerequisite: *MUS 421 (undergraduate); MUS 521 (graduate)*

MUS 423 Music Media Production III

Composing music for film and television with emphasis on the industry, synchronization and timings, spotting, dramatic conceptualization, orchestration recording techniques, styles and genres. Underscoring projects will be performed, recorded, synchronized and critiqued. Includes weekly midi lab times for scoring productions, composition and soundtrack transcriptions.
Credits: 3
Prerequisite: *MUS 422 (undergraduate) or MUS 522 (graduate)*

MUS 453 Vocal Literature

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.
Credits: 3

MUS 455 Lyric Diction

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.
Credits: 3

Course Descriptions

OTD 700 Overview of Occupational Therapy Practice

Overview of occupational therapy practice arenas, roles of the therapists, populations treated, ethics and values of practitioners, relations with other professionals, and nonprofessionals, history of the profession and basic theoretical concepts.
Credits: 3

OTD 701 Occupational Therapy Theories I

This course will present the theories of occupational therapy theories that are foundational to understanding the profession and to practice. The focus will be on the major theoretical perspectives, models of practice and frames of reference. Beginning links will be made between theory, practice, and research.
Credits: 3

OTD 702 Occupational Therapy Theories II

This course is a continuation of OT Theories I and will present the theories that are foundational to understanding the profession and practice of occupational therapy. The focus will be on major theoretical perspectives, models of practice and frames of reference from other professions and disciplines. Beginning links will be made between theory, practice, and research.
Credits: 3

OTD 703 Understanding Human Development and Performance

Students learn about lifespan development in this course including theories that have shaped our understanding of human development. This course is designed to provide an overview of typical physical, cognitive, emotional, and sociocultural aspects of human development. Students also learn about how occupations develop and change across the lifespan.
Credits: 3

OTD 705 Study of Human Occupation

This course will explore the meaning and purpose of human occupation. Topics will include defining occupation; the impact of occupation on health and wellbeing for individuals, groups, and populations; and the history of occupational therapy. Social Determinants of Health, occupational justice, and activity analysis will be introduced.
Credits: 3

OTD 706 Clinical Conditions I

The study of clinical conditions and disease processes that affect functional and occupational performance in individuals. This course will focus on physical dysfunction and pediatric conditions.
Credits: 3

OTD 707 Clinical Conditions II

The course is complimentary of and a continuation of OTD 706, Clinical Conditions I, presenting the study of clinical conditions and disease processes that affect functional and occupational performance in individuals. The emphasis in this course will focus on psychosocial dysfunction, mental health conditions, health disparities, and importance of health and wellness.
Credits: 3

OTD 710 Clinical Skills

This course provides an in-depth exploration of essential clinical skills for occupational therapy practice, emphasizing hands-on, evidenced-based techniques. Students will learn and practice foundational clinical skills needed to assess safety, environment, and clinical presentation that affects the planning of patient-specific therapeutic interventions. Students will also develop proper body mechanics and handling techniques for transfers, mobility, and ADL occupations. Additional topics will include vital signs, infection control, prostheses and virtual environments.
2 hours of lecture and one 2-hour laboratory period per week.
Credits: 3
Corequisite: OTD 710L Lab: Clinical Skills

OTD 710L Lab: Clinical Skills

To be taken concurrently with OTD 710.
2 hours of lecture and one two-hour laboratory period per week
Credits: 0
Corequisite: OTD 710

OTD 711 Human Anatomy

The purpose of this course is to guide OTD students through an integrated study of the structure and basic functions of the musculoskeletal, neuromuscular, circulatory, and connective tissue systems. Emphasis is placed on structure-function relationships that are important to human movement. To facilitate learning, clinical implications will be discussed; but, as a basic science course, this is not the main focus. 3 hours of lecture and 2 hours of laboratory per week.
Credits: 4
Corequisite: OTD 711L

OTD 711L Lab: Human Anatomy

To be taken concurrently with OTD 711.
Credits: 0
Corequisite: OTD 711

OTD 715 Evaluation & Assessment in Occupational Therapy Practice

This initial occupational therapy process course introduces theoretical and practical aspects of client evaluation and assessment across the lifespan. Through integrated lecture and laboratory experiences, students develop competency in selecting, administering, scoring, and interpreting standardized and non-standardized assessment tools while considering cultural, environmental, and contextual factors that influence occupational performance. Students learn to critically evaluate assessment methods, document findings, and understand the role of outcome

measures in practice. The laboratory component provides hands-on experience with various assessment tools commonly used in occupational therapy practice, emphasizing professional communication and clinical reasoning skills essential for evidence-based practice.
Credits: 4
Corequisite: OTD 715L

OTD 715L Lab: Evaluation & Assessment in Occupational Therapy Practice

To be taken concurrently with OTD 715.
Credits: 0
Corequisite: OTD 715.

OTD 720 Movement Analysis

Osteology, surface anatomy, kinesiology, and the nervous system's role with emphasis on human movement for engagement in occupation. Regional approach will emphasize movement, performance, observation, and analysis. Lab will focus on clinical problems and application of movement principles, kinesiology and anatomy. Techniques for evaluating movement will be learned as a method of analysis.
Credits: 4
Corequisite: OTD 720L

OTD 720L Lab: Movement Analysis

To be taken concurrently with OTD 720.
Credits: 0
Corequisite: OTD 720

OTD 723 Level I Fieldwork: Person

Students will participate in off-site clinical experiences led by faculty and/or a community-based supervisor. Many sites will not have occupational therapists on site. They will be applying concepts learned to date, particularly in OTD 705 Study of Human Occupation, OTD 701 OT Theories I, and OTD 702 OT Theories II. OTD 723 will focus on the "person" aspect of the Person, Environment, Occupation (PEO) model.
Pass-No Credit (P/NC) grading only.
Credits: 1
Prerequisite: OTD 701 and OTD 702 and OTD 705

OTD 724 Level I Fieldwork: Environment

Students will participate in off-site clinical experiences led by faculty and/or a community-based supervisor. Many sites will not have occupational therapists on site. They will be applying concepts learned to date, particularly in OTD 705 Study of Human Occupation, OTD 701 OT Theories I, and OTD 702 OT Theories II. OTD 724 will focus on the "environment" aspect of the Person, Environment, Occupation (PEO) model.
Pass-No Credit (P/NC) grading only.
Credits: 1
Prerequisite: OTD 701 and OTD 702 and OTD 705

OTD 725 Level I Fieldwork: Occupation

Students will participate in off-site clinical experiences led by faculty and/or a community-based supervisor. Many sites will not have occupational therapists on site. They will be applying concepts learned to date, particularly in OTD 705 Study of Human Occupation, OTD 701 OT Theories I, and OTD 702 OT Theories II. OTD 725 will focus on the "occupation" aspect of the Person, Environment, Occupation (PEO) model.
Pass-No Credit (P/NC) grading only.
Credits: 1
Prerequisite: OTD 701 and OTD 702 and OTD 705

OTD 731 Neuroscience for Human Occupation

This course explores the fundamental principles of neuroscience with a focus on how neural mechanisms underlie human behavior, movement, and occupational performance. Students will examine the structure and function of the nervous system, including the brain, spinal cord, and peripheral nerves, to understand sensory processing, motor control, cognition, and emotions as they relate to daily activities. Through lectures, case studies, and practical activities, students will gain a deeper understanding of normal and abnormal neurological processes, including clinical presentation of their underlying mechanisms and lesions.
Credits: 3

OTD 734 Occupational Therapy Practice in Geriatrics and Productive Aging

This course is designed to have students learn about occupational therapy practice in geriatrics, and how to promote productive aging. Factors affecting the aging process will be explored and students will apply assessment and the OT process to develop a variety of intervention strategies. Evidence-based practice and theoretical framework will be used to guide clinical decision-making. Students will learn to maximize occupational performance of the aging client by using intervention approaches per the occupational therapy practice framework (e.g., establish, prevent, or modify). Students will also acquire skills necessary to create and implement wellness service delivery plans of care to maximize health promotion and prevention using a client-centered approach.
Credits: 4
Corequisite: OTD 734L

OTD 734L Lab: Occupational Therapy Practice in Geriatrics and Productive Aging

To be taken concurrently with OTD 734
Credits: 0
Corequisite: OTD 734

OTD 735 Introduction to Applied Research

This foundational course initiates the OT research sequence by introducing students to the research process through a lens of inclusive and evidence-informed practice. Students develop a foundational understanding of theory-based research,

methodological approaches to research design, and critical analysis of research methods. Through examination of both qualitative and quantitative research designs, students learn to evaluate evidence that represents diverse perspectives and populations. Students learn to analyze research through frameworks that consider cultural contexts and social determinants of health.
Credits: 3

OTD 736 Evidence Based Practice

Students will develop their ability to locate, evaluate, and incorporate research evidence into the practice of occupational therapy. Students will build upon research analysis and information literacy skills from prior coursework (OTD 735) as they develop clinical questions, conduct database searches to obtain evidence, critically analyze available evidence, and determine relevance to clinical practice including quality improvement of OT programming.
Credits: 3

OTD 737 Applied Research II

Building on knowledge from OTD 735 Applied Research I, this course provides students with a hands-on opportunity to conduct empirical research. Students will transition from theoretical understanding to practical application. Guided by the IRB proposal developed in the previous course, students will conduct a survey study, actively engaging in the research process from recruitment to data analysis. In conjunction with Evidence-based Practice, this course deepens students' research knowledge by expanding their ability to locate, evaluate, and critically appraise scientific evidence. The course continues to reinforce the commitment to inclusive, culturally responsive research methodologies introduced in OTD 735.
Credits: 3

OTD 741 Contextual Issues in Occupational Therapy Practice

Context and environments are integral parts of the domain of occupational therapy. Engagement and participation in occupation takes place within the contexts of the social and physical environment. This course is designed to teach students about the impact of various environments and contexts on occupation, as barriers or facilitators, and learn how to modify or adapt the environment or contextual factors to increase an individual's quality and satisfaction with occupational performance.
Credits: 4

OTD 742 Occupational Therapy Practice with Children & Youth

In this course students learn about the OT process with children and youth focusing on applying practice frameworks and using evaluation data to promote occupational performance and participation. Students also learn about different pediatric practice settings and the regulations that govern these settings. Students will explore occupation as a source of health and meaning in life for children, adolescents and youth while examining relevant occupational justice concepts and issues affecting pediatric clients and families.
Credits: 4
Corequisite: OTD 742L

OTD 742L Lab: Occupational Therapy Practice in Pediatrics and Adolescence

To be taken concurrently with OTD 742
Credits: 0
Corequisite: OTD 742

OTD 743 Occupational Therapy in Psychosocial Practice

This course is designed to teach students how to deliver occupational therapy practice for psychosocial challenges and mental health conditions, across the lifespan. Factors affecting psychosocial functioning will be explored and students will apply the OT process to develop treatment plans, goals, a variety of intervention strategies, and discharge plans for persons facing psychosocial dysfunction. Evidence-based practice and theoretical framework will be used to guide clinical decision-making. Students will learn to maximize the occupational performance of psychosocial clients by using intervention approaches per the occupational therapy practice framework (e.g., establish, prevent, or modify). Psychosocial issues will be presented across practice domains and throughout the lifespan.
Credits: 4
Corequisite: OTD 743L

OTD 743L Lab: Occupational Therapy in Psychosocial Practice

To be taken concurrently with OTD 743
Credits: 0
Corequisite: OTD 743

OTD 744 Occupational Therapy Practice with Adults and Rehabilitation

This course explores the role of occupational therapy in adult rehabilitation, focusing on evidenced-based assessment and intervention strategies to enhance occupational performance and participation. The process will include identifying goals, addressing functional limitations, planning individualized interventions using a variety of theory-based treatment techniques, clinical reasoning, reimbursement, documentation, and discharge planning. Topics include physical, cognitive and psychosocial challenges that impact adults following injury, illness, or disability. A wide variety of cases and conditions will be presented in lecture and lab to allow the student to develop entry level competency in this area of practice.
Credits: 4
Corequisite: OTD 744L

OTD 744L Lab: Occupational Therapy Practice with Adults and Rehabilitation

To be taken concurrently with OTD 744

Course Descriptions

Credits: 0
Corequisite: OTD 744

OTD 745 Occupational Therapy Interventions with Hands, Orthotics, and Innovative Technology

This course is designed to teach students the use of innovative technology in practice and provide them with the ability to fabricate splints and orthotics. Students will be actively involved in the design and creation of splints and devices to assist clients in functional performance. 3 hours of lecture and 2 hours of laboratory per week.
Credits: 4
Corequisite: OTD 745L

OTD 745L Lab: Occupational Therapy Interventions with Hands, Orthotics, and Innovative Technology

To be taken concurrently with OTD 745
Credits: 0
Corequisite: OTD 745

OTD 750 Teaching and Learning in Occupational Therapy

This course prepares students to design, implement, and evaluate educational and quality improvement programs. Students will develop skills in professional reasoning, instructional design, and program evaluation through hands-on projects focused on teaching-learning in clinical settings. Through the development of a quality improvement project and clinical education portfolio, students will demonstrate competency in creating educational materials for diverse populations, implementing teaching strategies, and developing ongoing quality management processes. Emphasis is placed on health literacy, cultural competence, and evidence-based teaching approaches that support effective education of clients, caregivers, families, and communities.
Credits: 3

OTD 751 Occupational Based Therapeutic Groups

This course offers didactic and experiential components designed to prepare students to design and run occupation- based therapeutic groups, in all areas of occupational therapy practice. Students will learn to integrate knowledge of group process, group dynamics, and implementation of occupation-based approaches to therapy. Additionally, students will investigate and improve their capacity to develop and maintain a therapeutic relationship with their clients. The course will include lectures and labs designed to teach students to use clinical reasoning and creative, critical thinking to assist clients.
Credits: 4
Corequisite: OTD 751L

OTD 751L Lab: Occupational Based Therapeutic Groups

To be taken concurrently with OTD 751
Credits: 0
Corequisite: OTD 751

OTD 760 Interprofessional Case Discussion I

This course promotes interprofessional communication through a case discussion with students from other disciplines on campus. Students will learn to communicate effectively with other students and professionals, explain the role of occupational therapy, and understand the unique contributions each profession makes to the total treatment of a particular case. This is the first in a 2-course sequence.
Credits: 1

OTD 761 Interprofessional Case Discussion II

This course promotes interprofessional communication through a case discussion with students from other disciplines on campus. Students will learn to communicate effectively with other students and professionals, explain the role of occupational therapy, and understand the unique contributions each profession makes to the total treatment of a particular case.
Credits: 1

OTD 768 Leadership, Management and Supervision

This course develops students' leadership identities while examining the complex systems in which they will practice. Through self-reflection and analysis of experiences, students explore personal leadership values and build essential competencies. Students will create leadership development plans to address systemic challenges, advance professional sustainability, and promote occupational therapy's distinct value in evolving healthcare systems.The course examines leadership through critical perspectives, considering how social, cultural, political, and economic factors shape healthcare systems and influence equity. Students learn how leadership principles manifest in team dynamics, interprofessional practice, service delivery, and supervision.
Credits: 3

OTD 780 Theoretical and Professional Reasoning in Occupational Therapy

This course requires students to design, plan, and implement thoughtful intervention strategies for complex cases, addressing the needs of clients and populations of various sociocultural, economical, and levels of ability. The course will emphasize ethical decision-making, enabling students to navigate professional interactions and ethical conflicts. Students will explore therapeutic use of self, learning to leverage personal insights, perceptions, and judgments in therapeutic processes. Professional reasoning skills and integration of knowledge from previous courses will be used to evaluate and analyze interventions and individual client needs. Case studies and real-life experiences will be used to promote reflective processes and professional reasoning skills that students can continue developing throughout their careers.
Credits: 3

Course Descriptions

OTD 785 Advocacy and Professional Responsibilities

This course is designed to teach students the importance of advocacy for the profession and the people we serve, and the professional responsibilities of adhering to state and federal legislation, and licensure laws.
Credits: 3

OTD 789 Level II Fieldwork Prep

This course emphasizes expectations for student and clinical instructor performance during level II fieldwork experiences. Students will be required to demonstrate an understanding of the requirements for successfully completing level II fieldwork in a variety of settings where occupational therapists work.
Credits: 1

OTD 790 Introduction to Capstone

This is the first in a three-course sequence (OTD 790, OTD 791, and OTD 796), preparing students for the doctoral capstone, which provides students with in-depth learning experience focusing on clinical practice skills, research skills, administration, leadership, program development and evaluation, policy development, advocacy, or education. Students in this course familiarize themselves with the structure, components, and framework(s) available for developing their capstone topic. Through written and graphic models, including theoretical frameworks used to address the problems in OT practice and the contexts surrounding OT practice, students will practice synthesizing literature, expose themselves to prior capstone projects, and explore their interest areas for topics and faculty mentors.
Credits: 2

OTD 791 Capstone Proposal Development I

This is the second course in a three-course sequence (OTD 790, OTD 791, and OTD 796). In this course, students build on their work in OTD 790 Introduction to Capstone Project to begin developing plans for the doctoral capstone, which provides students with an in-depth learning experience focusing on one or more of the following areas of Occupational Therapy practice; clinical practice skills, research skills, administration, leadership, program development and evaluation, policy development, advocacy or education. This course begins with an evaluative summary of the literature, in the form of a literature review, and the intended methods of conducting their doctoral capstone experience. Students develop a beginning description of the proposed capstone project and an implementation plan. They collaborate with their capstone faculty mentor and incorporate feedback into their developing Captsone Proposal.
Credits: 3

OTD 792 Level IIa Fieldwork

Level IIa Fieldwork is a 12-week, full-time placement in a setting that allows for experiential learning under the direction of a licensed occupational therapist. Students develop entry-level competence by working directly with clients who receive occupational therapy. The student contributes to the evaluation process, planning and implementing treatment programs, communicating effectively, and developing professional relationships. Students work under the supervision of an OT/L who meets criteria as a fieldwork educator as defined by the Accreditation Council for Occupational Therapy Education (ACOTE). The academic fieldwork coordinator selects the practice environments in collaboration with community partners and students. While Level IIa and Level IIb Fieldwork experiences are sequential, they both offer students entry-level exposure to a different area of occupational therapy practice. Opportunities to engage in an emerging practice environment may be offered for either of the Level II Fieldwork courses.
May be repeated up to 14 credits.
Pass-No Credit (P/NC) grading only.
Credits: 1-14

OTD 793 Level IIb Fieldwork

Level IIb Fieldwork is a 12-week, full-time placement in a setting that allows for experiential learning under the direction of a licensed occupational therapist. Students develop entry-level competence by working directly with clients who receive occupational therapy. The student contributes to the evaluation process, planning and implementing treatment programs, communicating effectively, and developing professional relationships. Students work under the supervision of an OT/L who meets criteria as a fieldwork educator as defined by the Accreditation Council for Occupational Therapy (ACOTE). The academic fieldwork coordinator selects the practice environments in collaboration with community partners and students. While Level IIa and Level IIb Fieldwork experiences are sequential, they both offer students entry-level exposure to a different area of occupational therapy practice. Opportunities to engage in an emerging practice environment may be offered for either of the Level II Fieldwork courses.
May be repeated up to 14 credits.
Pass-No Credit (P/NC) grading only.
Credits: 1-14

OTD 794 Doctoral Capstone Experience

The Doctoral Capstone is a 14-week mentored experience where the student receives in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program development and evaluation, policy development, advocacy, or education.
May be repeated up to 17 credits.
Pass-No Credit (P/NC) grading only.
Credits: 1-17
Corequisite: OTD 795

OTD 795 Doctoral Capstone Project

The Doctoral Capstone Project is an individual project related to the doctoral capstone experience completed under the supervision of a faculty mentor in any of the following areas: clinical practice skills, research skills, administration, program development and evaluation, policy development, leadership, advocacy, or education, in order to demonstrate

synthesis of in-depth knowledge within the focused area of study.
Pass/No Credit Only
Credits: 2
Corequisite: OTD 794

OTD 796 Capstone Proposal Development II

This is the third course in a three-course sequence (OTD 790, OTD 791, and OTD 796). In this course, students build on their work in OTD 791 Capstone Proposal Development I to finalize their Capstone Proposal, create Capstone Experience objectives, and ensure they are meeting requirements to start their capstone experience as it relates to the identified in-depth learning areas. Using their literature review, faculty mentor, and Doctoral Capstone Coordinator, students work to finalize their needs assessments, and capstone experience objectives. If needed, students ensure IRB protocols are completed, travel plans are made, and all clinical compliance and programmatic compliance with the capstone education program are met. The culmination of this course is an approved Capstone Project Proposal and approved Capstone Experience Evaluation Plan.
Credits: 2

OTD 797 Student to Practitioner

This course is designed to teach students how to transition from the role of student to the role of practitioner and will emphasize factors that contribute to being a successful occupational therapy practitioner.
Credits: 2

OL 406 Special Individual Studies

Designed for individual or special studies in a defined area of interest under the guidance of a designated member.
May be repeated for up to 16 credits, if content is different.
Pass-No Credit (P/NC) grading only.
Credits: 1-6

OL 407 Seminar

Terms and hours to be arranged by program.
May be repeated for up to 16 credits, if content is different.
Credits: 4

OL 507 Seminar

Terms and hours to be arranged by program.
May be repeated for up to 15 credits, if content is different.
Credits: 3

OL 605 Ethics in Leadership

In this course, we examine the theory and practice of ethical leadership in organizations. The terminology, theories, and practice of the ethics of organizational leadership will inform analyses of the ethical dimensions of organizational leadership. Case studies will provide the context of analysis and application.
Credits: 3
Prerequisite: *Enrolled in the Organizational Leadership Masters program of the Executive Leadership Certificate program*

OL 606 Special Individual Studies

Terms and hours to be arranged. A specialized or individualized course of graduate study to be arranged in consultation with an Organizational Leadership instructor.
May be repeated for up to 9 credits.
Credits: 1-3
Prerequisite: *Consent of instructor*

OL 607 Seminar

Terms and hours to be arranged.
May be repeated for credit, if content is different.
Credits: 3

OL 611 Ethics in Leadership

In this course, we examine the theory and practice of ethical leadership in organizations. The terminology, theories, and practice of the ethics of organizational leadership will inform analyses of the ethical dimensions of organizational leadership. Case studies will provide the context of analysis and application.
Credits: 3

OL 612 Conflict Management

In this course we focus on both the theory and the practice of managing conflict within the organization. Organizational conflict is explained through readings and case study analysis. Students will develop and produce a guide to organizational conflict.
Credits: 3

OL 613 Human Behavior in Organizations

This course is an in-depth review of the current theories about the behavior of individuals and groups within organizations. We will examine the behavioral knowledge and skills necessary to be an effective leader in today's organizations. Topics including individual differences, attitudes, decision making, motivation, group structure, team building, communication, leadership, power and politics, social responsibility, organizational ethics, and diversity management.
Credits: 3

OL 614 Leading for Creativity and Innovation

This course is designed to familiarize students with the collaborative creative process as well as factors that influence the success of team-based creative endeavors. Topics include the basic cognitive processes that underlie creativity, personal influences on creativity including: traits, attitudes, and cognitive abilities, the elements of the creative process, and social forces such as team and organizational climates influencing the creative process in teams.
Credits: 3

OL 615 Strategic Leadership

This is an advanced integrative course on the process of systematically formulating and implementing firm

strategies. Topics are covered from a general management perspective and include setting corporate goals and objectives, analyzing external competitive environments, understanding business models, identifying strategy options, and designing appropriate organization systems and structure for implementation of plans. International and e-business issues are integrated throughout.
Credits: 3

OL 616 Leadership Action Project I

This course and its successor, OL 617 Leadership Action Project II, are required for the Organizational Leadership Master of Arts degree; they are not applicable to the Operational or Executive Leadership Certificate programs. The purpose of these courses is to accomplish a capstone project in Organizational Leadership, culminating students experiences at WOU and validating them as master practitioners. The project requires students to conduct extensive research and analysis of the students own organization, the industry and external environment, the organizations competitors, internal organization, and business level strategy. This analysis will culminate in the development of a narrated PowerPoint presentation and a two-page proposal detailing a key problem or opportunity facing your company or organization as well as a proposed recommendation to address the problem / opportunity.
Credits: 3
Prerequisite: *Enrolled in the Organizational Leadership Masters program and have completed all the required courses and most electives before enrolling in this course*

OL 617 Leadership Action Project II

This course and its prerequisite, OL 616, are required for Organizational Leadership Master of Arts degree; they are not applicable to the Operational or Executive Leadership Certificate programs. The Leadership Action Project is an integrative capstone experience spanning the final two quarters of the Organization Leadership program. In this second course of the sequence, the student is required to recommend appropriate solutions for the project identified in the prerequisite (OL 616) and create an implementation plan for the best alternative solution. The action project must integrate at least two courses in the program and is intended to provide real value to the student as a learning process and to the sponsoring organization as a final result.
Credits: 3
Prerequisite: *OL 616 and enrolled in the Organizational Leadership Masters program and have completed all the required courses and electives before enrolling in this course*

OL 618 Advanced Leadership

Examines the art and science of leadership with a focus on the organizational environment. Topics will include leadership qualities and skills, the importance of vision, leading people through change, leadership and values, organizational climate, the leader as teacher, and effective delegation. The course will include a leadership analysis of key leaders in an industry or profession.
Credits: 3

OL 619 Strategic Change and Organizational Development

This course is designed to familiarize students with the topics and challenges around today's changing organizations. We will examine how organizations anticipate change and what leadership is needed to effectively manage that change. Topics include change management, organizational development, sustainability, leading change, organizational environments, and implementation strategies.
Credits: 3

OL 622 Critical Thinking for Leaders

This course is designed to enable students to improve their intellectual skills with an emphasis on critical thinking as a leadership skill. Topics include Socratic questioning, the eight elements of reason, nine intellectual standards, egocentric and sociocentric thinking, and becoming an advanced thinker. This course will include the application of critical thinking in making decisions and solving problems.
Credits: 3

OL 624 Talent Management

Talent management is the science of using strategic human resource planning to improve business value and to make it possible for companies and organizations to reach their goals. Everything done to recruit, retain, develop, reward and make people perform forms a part of talent management as well as strategic workforce planning. The course focuses on talent management strategies and initiatives which are integrated with organizational strategy and bottom line objectives.
Credits: 3

OL 625 Executive Coaching

This course is designed to familiarize students with the knowledge needed to create collaborative, innovative, and thriving teams within their organizations. Students will strengthen their management wisdom and interpersonal skills to build effective teams capable of successfully navigating and proactively responding to the ever-changing demands of the organization. Topics include the leadership skills needed to create and sustain effective teams including: personality and group dynamics, emotional intelligence, the cost of incivility in organizations, and the importance of succession planning for organizational health.
Credits: 3

OL 626 Leading Sustainability

This course examines the role of leaders to understand sustainability and advance sustainable initiatives in their organizations' operations. We will examine the current sustainability research, efforts, and impacts. Students will conduct research related to the future of sustainability and organizations. Topics including leadership, innovation, strategies, financial implications, and measuring

Course Descriptions

performance.
Credits: 3

OL 627 Leadership: Keys to Mental and Physical Health

This class will cover theories of maladaptive, adequate and optimal psychological functioning. In addition, we will study the 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. Moreover, this class will examine the interplay between mental health and social issues and support systems.
Credits: 3

OL 628 Leadership and Work-Family Balance

This course is designed to familiarize students with the issues involved in work-family balance. Through qualitative data collection and collaborative class discussion, students will offer an assessment (to a particular industry) on the benefits of leaders and how they influence work-family balance. Topics include the historical content, gender issues, as well as empirical research on the influence of leaders.
Credits: 3

OL 631 Fundamentals of Leadership

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine 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. Attention will be given to helping students to understand and improve their own leadership performance.
Credits: 3

OL 632 Building Effective Teams

This course 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.
Credits: 3

OL 633 Organizational Communication

This course is designed to orient students to significant theoretical perspectives on organizational communication and apply those perspectives to various aspects of organizational life. Detailed case study analysis of organizational communication provides the basis for explanation and evaluation.
Credits: 3
Prerequisite: *Enrolled in either the Organizational Leadership Masters program, the Operational Leadership Certificate Program, or another Masters degree program at Western Oregon University*

OL 634 Leading Across Cultures

Today's leaders must be able to communicate and lead effectively and efficiently across cultures domestically, as well as internationally. This class will demonstrate the importance of understanding culture, leadership, and the interaction between them in different contexts. We are typically familiar with the culture(s) we live in, but what happens when we move across cultures and the rules change? What if we are expected to communicate, collaborate or even lead the 'culturally different'? What do we need to know to be effective and efficient cross-cultural leaders? This cross-culturally focused course is designed to address these questions, along with many others. In this class we will focus on leadership effectiveness across cultures.
Credits: 3

OL 635 Leading in Public Organizations

The purpose of the Leading in Public Organizations course is to introduce students to the workings of government, and the administrative and leadership issues that management staff face daily. The course exposes students to the technical aspects of government management and intertwines the leadership issues that face managers in each of these topics.
Credits: 3

OL 636 Data Driven Decision Making

Leaders work in information-rich environments and their capacity to add value to their organizations is determined by their ability to generate, interpret, and utilize information. Survey research is a set of techniques and principles for systematically collecting, recording, analyzing, and interpreting data that can aid decision makers. The task of survey research is to provide information which reduces uncertainty in the decision-making process. Its goal is to shift the basis for decision making from intuitive information gathering to systematic and objective investigation.
Credits: 3

OL 690 Leadership Action Project

This course is required for the Organizational Leadership Master of Arts degree; The purpose of this course is to accomplish a capstone project in Organizational Leadership, culminating students' experiences at WOU and validating them as master practitioners. The project requires students to analyze an organization, identify organizational challenges or opportunities for enhancement, propose and evaluate alternative solutions, and recommend a final solution (or solutions) along with an implementation plan. This project will culminate in the development of a

written paper for a class project and an oral PowerPoint presentation and defense of the project to your graduate committee.
May be repeated up to 9 credits.
Credits: 1-3

PE 111 Beginning Weight Training

May be repeated for up to 6 credits.
Credits: 2

PE 112 Jogging/Walking

May be repeated for up to 6 credits.
Credits: 2

PE 113 Intermediate Weight Training

May be repeated for up to 6 credits.
Credits: 2

PE 114 Aerobic Dance

May be repeated for up to 6 credits.
Credits: 2

PE 115 Aerobic Kickboxing

Course involves participation in kickboxing and martial arts-related movements combined with other aerobic movements and performed in sequences and routines to increase cardio-respiratory (aerobic) endurance. Positive lifestyle and behavior changes related to fitness, health and wellness will be emphasized throughout the course.
May be repeated for up to 6 credits.
Credits: 2

PE 116 Beginning Pilates

Introduction to the Pilates method of body conditioning. Pilates principles of breath, concentration, control centering, precision and flow/rhythm will be practiced while performing a learned series of preparatory and beginning level mat exercises. Exercises focus on postural awareness, proper use of breathing, stabilizing the core and increasing muscular strength and flexibility. Exercise modifications are provided to work at individualized levels.
May be repeated for up to 6 credits.
Credits: 2

PE 117 Body Conditioning

Course involves participation in a non-aerobic, well rounded, muscular conditioning exercise program consisting of high repetition, low resistance exercises to increase muscular strength and endurance and stretching exercises to increase flexibility for enhanced personal health. The knowledge, skills and behaviors developed in this course will provide students with the basis for continuing a muscular conditioning program at home for life.
May be repeated for up to 6 credits.
Credits: 2

PE 118 Military Physical Conditioning

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 up to 3 credits. PE 118 for non-ROTC students. MS 118 for ROTC students. May be repeated for up to 6 credits.
Credits: 1

PE 119 Zumba

Contemporary form of aerobic exercise that enhances cardio-respiratory endurance and muscular fitness using dance styles and rhythms from a variety of international countries, including Latin and South America, Africa, the Middle East and Polynesia. Students will learn multiple dance steps/movements and improve overall body conditioning, coordination and motor development.
May be repeated for up to 6 credits.
Credits: 2

PE 120 Intermediate Pilates

Provides students with previous experience in Pilates the opportunity to extend their knowledge and performance of Pilates mat exercises. Intermediate and advanced level exercises as well as anatomical foundations of exercises will be emphasized. Students will enhance their ability to integrate Pilates principles and concepts into their work and further develop their mind-body awareness, postural alignment, core stability, balance and overall muscular strength and flexibility.
May be repeated for up to 6 credits.
Credits: 2
Prerequisite: *PE 116 or consent of instructor*

PE 121 Multicultural Dance

Basic movements and rhythmic techniques for performing a variety of multicultural dances to enhance health and well-being, learn about other cultures and experience the joy of dancing in a positive, social atmosphere.
May be repeated for up to 6 credits.
Credits: 2

PE 122 Social Dance I

Basic techniques and variations for performing a variety of social dances to enhance health and wellbeing. Dance styles will include ballroom (smooth, rhythm and Latin) and country-western partner and line dances.
May be repeated for up to 6 credits.
Credits: 2

PE 123 Social Dance II

Course allows students to continue their learning and experience in social dance.
May be repeated for up to 6 credits.
Credits: 2
Prerequisite: *PE 122*

PE 131 Individual Health and Fitness

Health values of physical fitness, components and measurements of

Course Descriptions

physical fitness, conditioning programs, designing an individual fitness program, weight control and exercise, nutrition and exercise, disease and exercise, adapted fitness activities and community resources. Lab activities will include exposure to various conditioning programs and completion of an individualized fitness program. Students will be able to assess their own fitness levels and design an appropriate individualized program.
One-hour lecture and two-hour laboratory per week.
Credits: 2

PE 132 Badminton

May be repeated for up to 6 credits.
Credits: 2

PE 133 Bowling

May be repeated for up to 6 credits.
Credits: 2

PE 134 Golf

May be repeated for up to 6 credits.
Credits: 2

PE 139 Tennis

May be repeated for up to 6 credits.
Credits: 2

PE 143 Yoga

Knowledge and practice of various yoga stretches and poses. Yoga consists of the practice of breathing, performing poses and relaxation. Provides a workout for the mind and body.
May be repeated for up to 6 credits.
Credits: 2

PE 144 Energy Yoga

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 Baduanjin Qi Gong.
May be repeated for up to 6 credits.
Credits: 2

PE 145 Tai Chi

Beginning level course in the ancient Chinese art of Taijiquan. Introduces participant to the basic physical movements and principles associated with the five major styles of Taijiquan currently being practiced throughout the world today. The Yang style, 24 posture form (also called simplified form), will be promoted here.
May be repeated for up to 6 credits.
Credits: 2

PE 146 Intermediate Tai Chi

Builds on previous coursework, reinforcing the fundamental principles of Tai Chi practice. Focus on basic physical movements and concepts associated with the five major styles of Tai Chi currently being practiced throughout the world today.
May be repeated for up to 6 credits.
Credits: 2

PE 147 Karate

Beginning level course in the Korean martial art of Tang Soo Do karate. Introduces student to the basic philosophy, concepts, physical forms and principles associated with all major Asian styles of karate.
May be repeated for up to 6 credits.
Credits: 2

PE 150 Basketball

May be repeated for up to 6 credits.
Credits: 2

PE 152 Indoor Soccer

Introduction to the basic skills and strategies of indoor soccer/futsal. Individual skills of kicking, passing, shooting, receiving the ball, advancing the ball, dribbling, heading and defensive techniques will be covered as well as playing rules, team formation, set plays/restarts, attacking and defensive concepts.
May be repeated for up to 6 credits.
Credits: 2

PE 154 Soccer

May be repeated for up to 6 credits.
Credits: 2

PE 155 Softball

May be repeated for up to 6 credits.
Credits: 2

PE 156 Volleyball

May be repeated for up to 6 credits.
Credits: 2

PE 157 Intermediate Volleyball

May be repeated for up to 6 credits.
Credits: 2

PE 162 Fitness Swim

Students will learn and practice competitive swim strokes and participate in water aerobic workouts. Student will learn personal water safety skills in order to develop confidence, coordination and relaxation in the water.
May be repeated for up to 6 credits.
Credits: 2

PE 173 Alpine Skiing and Snowboarding

Instruction in the proper techniques of alpine skiing and/or snowboarding with skill development and progression compatible with the ability level of the participant. Various equipment trends and safety concerns will be addressed. The course content rests primarily with extended day trips.
May be repeated for up to 6 credits.
Credits: 2

PE 175 Nordic Skiing and Snowshoeing

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.

Course Descriptions

May be repeated for up to 6 credits.
Credits: 2

PE 176 Beginning Rock Climbing

Introduction to sport climbing in an indoor climbing facility. Emphasis placed on safety, belay systems, climbing movement, training techniques, anchoring, repelling and taking responsibility for a safe climbing community. Instruction consists of skill introduction, demonstration and discussion followed by practicing new techniques and challenges.
May be repeated for up to 6 credits.
Credits: 2

PE 178 Climbing Wall Instructor

This course follows the curriculum for the Professional Climbing Instructors Association (PCIA) Climbing Wall Instructor Course. This course provides instructors and potential instructors with an in-depth and standardized understanding of the skills essential to teaching climbing in an indoor setting. It is the first step in a sequential approach to professional climbing instructor development. The course reinforces the importance of teaching technically accurate information and debunks many common climbing myths. The course emphasizes the presentation of sound fundamental skills to climbing gym participants, the use of deliberate and effective instructional methods, the formation of risk assessment and risk management skills and basic problem-solving skills such as belay transitions and on wall coaching and assist techniques. Participants will be assessed on both their core knowledge and their ability to effectively teach and coach related skills.

Credits: 1
Prerequisite: PE 176 or with instructor approval.

PE 182 Backpacking

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 up to 6 credits.
Credits: 2

PE 183 Advanced Backpacking

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 up to 6 credits.
Credits: 2

PE 184 Cycling

Introduction to cycling (road) as a method to achieve health and fitness level 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. Students will be introduced to basic bicycle terminology and maintenance, riding technique and safety.
May be repeated for up to 6 credits.
Credits: 2

PE 188 Indoor Cycling

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 up to 6 credits.
Credits: 2

PE 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-15

PH 201 General Physics

Algebra-based introduction to general physics for science majors and those pursuing professional programs in the life sciences. This is the first term of a three term sequence that covers the principles and applications of Newtonian mechanics. Topics include: vectors, kinematic equations in 1 and 2 dimensions, Newton's law of motion, dynamics of circular motion, universal gravitation, rotational motion, torque and static equilibrium, elasticity, impulse, momentum and momentum conservation.
Three hours of lecture and three of lab per week
Credits: 4
Prerequisite: *MTH 112Z or above*
Corequisite: *PH 201L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 201L Lab: General Physics

To be taken concurrently with PH 201.
Credits: 0
Corequisite: *PH 201*

PH 202 General Physics

Course covers work and energy, conservation of energy, thermal properties of matter, heat transfer, laws of thermodynamics, fluids, oscillatory motion, traveling waves, sound, superposition and standing waves.
Three hours of lecture and three of lab per week integrated into three separate two-hour blocks of active learning per week.
Credits: 4
Prerequisite: *PH 201 with a grade of C- or better*
Corequisite: *PH 202L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 202L Lab: General Physics

To be taken concurrently with PH 202.
Credits: 0
Corequisite: *PH 202*

PH 203 General Physics

Course covers electric forces and fields, electric potential, resistors and capacitors, circuits, magnetic forces and fields, electromagnetic induction

and electromagnetic waves, wave optics and ray optics.
Three hours of lecture and three of lab per week integrated into three separate two-hour blocks of active learning per week.
Credits: 4
Prerequisite: *PH 202*
Corequisite: *PH 203L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 203L Lab: General Physics

To be taken concurrently with PH 203.
Credits: 0
Corequisite: *PH 203*

PH 211 General Physics with Calculus

Calculus-based introduction to physics for students in the physical sciences, mathematics, computer science and pre-engineering. Topics include: one dimensional kinematics, vectors and coordinate systems, motion in a plane, Newton's Laws, impulse and momentum and work. Class meets three times a week in two-hour studio format.
Credits: 4
Prerequisite: *Concurrent enrollment in or completion of MTH 251Z*
Corequisite: *PH 211L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 211L Lab: General Physics

To be taken concurrently with PH 211.
Credits: 0
Corequisite: *PH 211*

PH 212 General Physics with Calculus

Course topics include conservation of energy, rotation of a rigid body, universal gravitation, simple harmonic motion, fluids and elasticity, wave motion, sound, interference and standing waves. Class meets three times a week in two-hour studio format.
Credits: 4
Prerequisite: *MTH 252Z (may be taken concurrently) and PH 211*
Corequisite: *PH 212L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 212L Lab: General Physics

To be taken concurrently with PH 212.
Credits: 0
Corequisite: *PH 212*

PH 213 General Physics with Calculus

Course focuses on electricity and magnetism. Topics include: electric charges and forces, fields, Gauss's Law, electric potential, current and resistance, circuit fundamentals, magnetic forces and fields, electromagnetic induction, electromagnetic fields and waves, introduction to optics. Class meets three times a week in two-hour studio format.
Credits: 4
Prerequisite: *PH 212*
Corequisite: *PH 213L*
General Education: *Exploring Knowledge: Scientific Perspectives*

PH 213L Lab: General Physics

To be taken concurrently with PH 213.
Credits: 0
Corequisite: *PH 213*

PH 311 Introduction to Modern Physics

Course follows the historical development of modern physics from the beginning of the 20th century. Topics include Einstein's Theory of Relativity, black body radiation, photoelectric effect, Rutherford atom, Bohr atom, Compton scattering, Frank-Hertz effect.
Three lectures and one three-hour laboratory period.
Credits: 4
Prerequisite: *PH 213*

PH 312 Introduction to Modern Physics

Introduction to Quantum Mechanics with selected applications. Topics include development of the Schrodinger equation, characteristics of the wave function, particle in a box, scattering, simple harmonic oscillator, spin and angular momentum in QM, applications to atoms and molecules.
Three lectures and one three-hour laboratory period.
Credits: 4
Prerequisite: *PH 311*
Corequisite: *PH 312L*

PH 312L Lab: Introduction to Modern Physics

To be taken concurrently with PH 312.
Credits: 0
Corequisite: *PH 312*

PH 470 Selected Topics in Physics

Topics of special interest such as cosmology, relativity, medical and radiation physics and biophysics.
Credits: 1-3

PHL 100 Critical Thinking: Informal Logic

Introduction to Informal Logic and elements of Critical Thinking, including argument analysis, identification of logical fallacies, understanding biases and prejudices, and honing the skills of constructing cogent arguments.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PHL 101 Introduction to Philosophy: Knowledge and Reality

An introduction to philosophical reflection on the fundamental nature of reality, on our knowledge of it and on the justification of that knowledge.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PHL 102 Introduction to Philosophy: Personal Morality and Social Justice

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PHL 103 Introduction to Logic

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.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PHL 199 Philosophy Discussion

Weekly philosophy discussion group meeting: Terms and hours to be arranged.
May be repeated for up to 15 credits.
Pass-No Credit (P/NC) grading only.
Credits: 1

PHL 251 Ethics

Covers major classical and contemporary theories in normative ethics. Will include a study of virtue ethics, natural law, utilitarianism and deontology. Compares the justification of moral judgments with that of scientific judgments.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PHL 252 Medical Ethics

Examines and critically evaluates contemporary issues in medical ethics. Overview of both theoretical and applied issues. Topics may include: patients' rights, privacy of personal medical information, problems surrounding death and dying including the issues of physician-assisted suicide and medical research including issues of human cloning and stem cell research.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

PHL 253 Civil Disobedience and Justice

In this course we will read essays from classical and contemporary thinkers on social justice and civil disobedience in an effort to acquire a better understanding of its historical and contemporary use as a tool for the creation of a more just society when efforts to create social change through other means have failed.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PHL 255 Environmental Ethics

Comprises a study of the unique moral relationship and responsibilities that humans have to the non-human environment. Topics may include: global warming, endangered species, pollution, food production and consumption, limited resources and energy.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

PHL 282 Philosophy of Art

Introduction to theories of beauty and art and interpretations of the meaning and value of aesthetic experience.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

PHL 283 Philosophy of Religion

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*
Note: *Three to six hours of lower-division philosophy recommended as background for upper division courses.*

PHL 314 Modern European Philosophy

History of European philosophy from the dawn of modern science through the 19th century. Emphasis given to different philosophers in alternate years.
May be repeated once for credit, if content is different.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PHL 316 Contemporary Philosophy

Principal philosophical figures and movements of 20th century philosophy in America and Europe. May include pragmatism, analytic philosophy, existentialism, phenomenology, structuralism, Marxism.
May be repeated once for credit, if content is different.
Credits: 4

PHL 321 Existentialism

Covers major thinkers of philosophical existentialism, which may include French existentialists, German existentialists or religious existentialists. May also cover the work of either of the two main progenitors of existentialism: Soren Kierkegaard and Friedrich Nietzsche.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

PHL 322 19th-Century Philosophy

Covers major figures of 19th-century philosophy.
May be repeated once for credit, if content is different.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PHL 323 Continental Philosophy

Course Descriptions

Covers major schools, figures and topics of 20th century European philosophy.
May be repeated once for credit, if content is different.
Credits: 4

PHL 350 Social and Political Philosophy

Philosophical exploration of basic topics and problems of social, political and economic life, theories. Special attention given to principles involved in criticism and justification of institutionalized distributions of power and resources.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PHL 363 Philosophy of Mind

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).
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PHL 380 Philosophy of Law

Philosophical examination of major issues and concepts in law. Covers theories of jurisprudence such as natural law theory, legal positivism and critical legal studies, areas of criminal and constitutional law such as self-defense, insanity defense, civil liberties, etc.
Credits: 4

PHL 406 Special Individual Studies

Terms and hours to be arranged. Individual or special studies in a specific area of interest, under the guidance of a designated faculty member.
May be repeated for up to 15 credits, if content is different.
Credits: 1-15

PS 193 Introduction to Model United Nations

An introduction to Model United Nations, international issues, policy making and the activities of the United Nations. Students develop public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally and regionally.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

PS 199 Special Studies

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.
May be repeated for up to 12 credits.
Credits: 1-12

PS 201 American National Government

An introduction to the study of political institutions, public policy and public opinion in the United States.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PS 202 State and Local Government

A survey of government operations, political processes, contemporary issues, problems and recent reforms relating to the state and local levels, with emphasis on Oregon.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PS 203 International Relations

An introduction to the analysis of relations among nations, international organizations, global problems and possibilities.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PS 204 Governments of the World

An introduction to diverse political systems found throughout the world, with special emphasis on political concepts such as formal government institutions, political participation and socialization, ideologies, power, authority and democratization.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PS 316 Political Ideologies

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 317 Politics and Film

A study of political belief systems, behaviors, relationships and concepts (justice, moral choice, liberty) in various cultures and time periods through the media of film.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 350 Introduction to Public Policy

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.
Credits: 4

Course Descriptions

PS 351 Introduction to Public Administration

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 355 Civic Literacy and Engagement

An examination of the American political system with a focus on interpreting and analyzing political debate and policy formation and on increasing civic literacy and engagement. Course will present several analytical methods and students will design and implement a civic engagement project.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 360 U.S. Foreign and National Security Policy

An advanced study of the origin, policymakers, character and consequences of U.S. foreign and national security policy with an emphasis on policymaking and issues since 1945.
Credits: 4

PS 375 Scope and Methods of Political Science

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.
Credits: 4

PS 393 Advanced Model United Nations

Advanced orientation to Model United Nations, international issues, policy making and the activities of the United Nations. Students will improve public speaking, research and writing, negotiation, interpersonal and leadership skills while role playing United Nations delegates at MUN conferences locally, nationally and internationally.
May be repeated for up to 12 credits.
Credits: 1 or 4
Prerequisite: *PS 193 or consent of instructor*

PS 399 Special Studies

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.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *PS 199 or consent of instructor*

PS 406 Special Individual Studies

Terms and hours to be arranged. Individualized course of study within political science/public policy and administration developed in consultation with the instructor.
May be repeated for up to 12 credits.
Credits: 1-12
Prerequisite: *Consent of instructor*

PS 407 Seminar

Terms and hours to be arranged. Special seminar topic offerings in the political science/public policy and administration discipline.
May be repeated for up to 12 credits.
Credits: 1-12

PS 410 Political Science Internship

Provides opportunities for practical experience with federal, state, and local agencies, the Oregon Legislature, city councils, legal offices, political campaigns, non-profit organizations, human resource offices, or interest group and advocacy activities.
May be repeated up to 12 credits.
Credits: 4 or 8
Prerequisite: *Consent of instructor and at least 3.00 GPA*

PS 414 Political Parties, Pressure Groups and Elections

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.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 416 Politics and Communication

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.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*

PS 419 American Presidential Elections

Examination of the processes and outcomes of American presidential elections with emphasis on the period from 1952 to the present.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*

PS 423 Issues in National Policy

A detailed analysis of the functions and policies of American national government with emphasis on selected contemporary problems and issues.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*

Course Descriptions

PS 424 Policy-Making in the States

An examination and analysis of selected key issues and characteristics of contemporary state government.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*

PS 425 Native American Politics and Policy

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 426 Federalism and Intergovernmental Relations

Constitutional, political, financial and administrative patterns that operate within the American federal system and a comparison of selected non-American federal systems.
Credits: 4
Prerequisite: *PS 201 and PS 202 or consent of instructor*

PS 430 The Aging Society

Analyzes the demographic, economic, social and political dimensions of our aging population. Attention given to the unique nature, needs and policy implications of the growing elderly population.
Credits: 4

PS 432 Global Health Policy

Examines a range of transnational health issues, including the COVID-19 pandemic, global HIV/AIDS epidemic, 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 Sustainable Development Goals.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 433 Health Care Politics and Policy

Fundamentals of health care access in the United States. Topics include: Medicare and Medicaid systems; evolving nature of private health care insurance systems; concerns and influence of interest groups and political parties in this field; and the prospects for reform.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 435 Women and Politics

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.
Credits: 4
Prerequisite: *PS 201 and PS 202 or consent of instructor*

PS 436 Gender and Public Policy

Examines public policy, the policy process and policymaking institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policymakers and the differential gender impact of policies.
Credits: 4

PS 440 Causes of War

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.
Credits: 4
Prerequisite: *PS 203*

PS 441 Causes of Peace

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.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 442 Peacebuilding and Public Policy

Examines major public policies that make a contribution to peace in the world and explores ways in which people can lead more peaceful lives and create more peaceful societies. Policies that promote peace education, sustainability, restorative justice, responsible consumption, and health are studied.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 443 Great Peacemakers

Examines major figures who have made a contribution to peace in the world and explores the ways in which people can create more peaceful societies. Students will analyze the lives and writings of peacemakers such as Martin Luther King, Mohandas Gandhi, Desmond Tutu, Thich Nhat Hanh, and Dorothy Day.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

PS 445 Introduction to Policy Analysis

A study of the process and problem of policy analysis with a focus on the limitations and proper use of analytical

techniques.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*
General Education: *Integrating Knowledge: Science, Technology, and Society*

PS 447 Environmental Politics and Policy

An analysis of the history, politics and implementation of national environmental policy and the most important environmental laws and organizations.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

PS 449 Environmental Values and Political Action

Surveys the values and philosophies that influence the level and nature of political activism in environmental and natural resource issues. Analysis focuses on "classic" and contemporary writings ranging from ecocentrism to the wise use and market-oriented perspectives and their practical influence.
Credits: 4

PS 451 Political Theory: Plato to Marx

An examination of the history of political thought from Plato, Aristotle, Cicero and Aquinas to Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Mill and Marx.
Credits: 4

PS 452 Political Theory: Marx to Habermas

An examination of modern political thought from Marx, Nietzsche, Weber and Freud to Arendt, Fanon, Rawls and Habermas.
Credits: 4

PS 454 Public Personnel Administration

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.
Credits: 4
Prerequisite: *PS 351 or consent of instructor*

PS 455 Public and Nonprofit Management

This course focuses on management strategies and skills needed for students seeking to work in public and nonprofit organizations. Students will gain a practical understanding of organizational theories pertinent to the public and nonprofit sector.
Credits: 4
Prerequisite: *PS 350 or PS 351*

PS 456 Advocacy and Public Policy

This course introduces students to the major processes, concepts, and issues related to advocacy and public policy for nonprofit organizations. The course specifically examines how policy influences these types of agencies, as well as how these agencies may impact public policy.
Credits: 4

PS 457 Government and Politics of Europe and Asia

A comparative study of political cultures, ideologies, governments and contemporary issues in selected European and Asian states.
Credits: 4
Prerequisite: *PS 204 or consent of instructor*

PS 458 Veterans in Transition

Examines military experiences and their relationship to the movement of veterans into the civilian context, with special focus on veterans who have been deployed in potential areas of hostility or combat. Also explores the impact of war experiences on the significant others of veterans who have been exposed to war.
Credits: 4

PS 459 Government and Politics of Latin America

Explores the history, politics and political economy of Latin America in general and select Latin American countries in particular.
Credits: 4

PS 461 Politics and Government of Post-Communist States

A comparative study of political cultures, ideologies, governments and contemporary issues in selected post-Communist nations.
Credits: 4
Prerequisite: *PS 203 and PS 204 or consent of instructor*

PS 463 Government and Politics of Developing Nations

A comparative study of political cultures, ideologies, governments and contemporary issues in selected developing nations.
Credits: 4
Prerequisite: *PS 203 and PS 204 or consent of instructor*

PS 464 Government and Politics of Africa

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.
Credits: 4

PS 465 Government and Politics of the Middle East

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.
Credits: 4

PS 466 Governmental Budgeting

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments.
Credits: 4
Prerequisite: *PS 351 or consent of instructor*

PS 469 Congress and the Presidency

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.
Credits: 4
Prerequisite: *PS 201 or consent of instructor*

PS 471 Immigration Politics and Policy

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.
Credits: 4

PS 473 Globalization Issues

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.
Credits: 4

PS 477 International Environmental Politics

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.
Credits: 4

PS 479 American Constitutional Law

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.
Credits: 4
Prerequisite: *PS 201*

PS 480 Administrative Law

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.
Credits: 4
Prerequisite: *PS 351 or consent of instructor*

PS 484 American Jurisprudence

Course improves understanding of how the law works and of legal reasoning through reading and discussion of cases and essays. It covers concrete legal principles and more abstract reflection on the sources and functions of the law.
Credits: 4
Prerequisite: *PS 201 or consent of instructor and at least junior standing*

PS 485 Legal Reasoning and Writing

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.
Credits: 4
Prerequisite: *PS 201 or consent of instructor and at least junior Standing*

PS 486 International Organizations and Law

An advanced study of the principles, sources and basic concepts of international organization and law. Issues to be covered will be the creation and evolution of international organizations and law, their relation with states, and their effectiveness in alleviating global problems.
Credits: 4

PS 490 Community Politics

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.
Credits: 4
Prerequisite: *PS 202 or consent of instructor*

PS 494 Human Rights

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.
Credits: 4
Prerequisite: *PS 203*

PS 495 Public Sector Labor Relations

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.
Credits: 4

PS 530 The Aging Society

Analyzes the demographic, economic, social and political dimensions of our aging population. Attention given to the unique nature, needs and policy implications of the growing elderly

population.
Credits: 3

PS 536 Gender and Public Policy

Examines public policy, the policy process and policymaking institutions through a "gender lens." It deals with how gender differences affect the identification of public policy problems, their perceived importance and their potential solutions, the differences between male and female policymakers and the differential gender impact of policies.
Credits: 4

PS 554 Public Personnel Administration

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.
Credits: 4
Prerequisite: *Consent of instructor required for undergraduate-level students*

PS 555 Public and Nonprofit Management

This course focuses on management strategies and skills needed for students seeking to work in public and nonprofit organizations. Students will gain a practical understanding of organizational theories pertinent to the public and nonprofit sector.
Credits: 4
Prerequisite: *Consent of instructor required for undergraduate-level students.*

PS 556 Advocacy and Public Policy

This course introduces students to the major processes, concepts, and issues related to advocacy and public policy for nonprofit organizations. The course specifically examines how policy influences these types of agencies, as well as how these agencies may impact public policy.
Credits: 4

PS 566 Governmental Budgeting

A study of the political, fiscal, policy and management aspects of budget formation and implementation in American state and national governments.
Credits: 4
Prerequisite: *Consent of instructor required for undergraduate-level students*

PS 579 American Constitutional Law

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.
Credits: 4

PS 580 Administrative Law

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.
Credits: 4

PS 594 Human Rights

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.
Credits: 4

PSY 199 Special Studies

Terms and hours to be arranged. May be repeated for credit.
Credits: 1-3

PSY 201Z Introduction to Psychology I

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Research Methods, Behavioral Neuroscience, Consciousness, Sensation/Perception, Learning, Memory, Thinking and Intelligence, and related topics.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PSY 202Z Introduction to Psychology II

Introduction to the science and application of psychology. Emphasis will be placed on psychological concepts, theories, and principles related to: Personality, Social Psychology, Health and Well-Being, Motivation and Emotion, Disorders, Therapies, Lifespan Development, and related topics.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

PSY 218 Psychological Foundations of Education

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.
Credits: 3

PSY 300 Introduction to the Major: Careers and Opportunities

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.
Credits: 4

PSY 310 Building Resilience in Children

Course Descriptions

Resilience is the ability to overcome hardships and bounce back after challenging life experiences. Positive relationships with caring adults build resilience in children. In this course, you will learn content relevant to working with and building resilience in children from diverse backgrounds. You will apply your knowledge in weekly interactions with children at Independence Elementary School (IES). Children at IES are especially vulnerable and in need of support with resilience as they experience high rates of poverty, parental incarceration, and traumatic childhood experiences (ACES). This course involves weekly class meetings at WOU and 20 hours of service learning work with children at IES. Students must pass a criminal background check.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*
Note: *Students must pass a Central School District criminal background check. Travel off campus is required as students will complete 20 hours of service learning work at Independence Elementary School in Independence, Oregon.*

PSY 311 Developmental Psychology

The psychological study of human development from conception to death. Stages and issues of development throughout the lifespan are identified and examined.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent)*

PSY 328 Mental Health

A survey of theories of adequate and optimal psychological functioning. A study of processes that may lead to the development of adaptive functioning and its maintenance and how these processes may be brought into play in the individual's environment or community.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 334 Social Psychology

Examines the function and mechanisms underlying how people think about, influence and relate to one another. A central theme is the continual interaction between the person and the situation. Topics covered: formation and changing of attitudes; strategies of social influence; intricacies of close relationships; interpersonal conflict and aggression; helping behavior; and group productivity and decision-making.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent)*

PSY 336 Introduction to Forensic Psychology

Explores the relationship between the study of psychology and law. Specifically, how psychological practice and theory can be utilized by law enforcement, courts and others involved with the justice system to help arrive at appropriate decisions regarding such issues as incarceration, treatment, insanity, competence to stand trial and child custody determination.
Credits: 4
Prerequisite: *PSY 202Z; PSY 201Z recommended*

PSY 349 Introduction to Behavior Modification

A survey of behavior modification topics including principles of learning and relevant methodology. An exploration of practical applications.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent)*

PSY 350 Evolutionary Psychology

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor*

PSY 360 Cognitive Psychology

This class provides an overview of basic topics in cognitive psychology including learning, memory, attention, sensation, perception, language/phonology and problem-solving.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent)*

PSY 367 Introduction to Research Methods

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.
Credits: 4
Prerequisite: PSY 201Z and PSY 202Z (or equivalent)

PSY 390 Theories of Learning

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent)*

PSY 398 Graduate Study in Psychology: Exploration and Preparation

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY*

Course Descriptions

202Z (or equivalent) and consent of instructor

PSY 399 Special Studies

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-4

PSY 400 Human/Animal Bond

This course traces our long-standing relationship with domesticated pets. Research indicates that companion animals serve various important functions in the lives of humans including; increasing psychological and physical health, the teaching of responsibility and social skills in children, provide service to those with disabilities, work with first responders to save lives and decrease loneliness in older adults. This class will also focus on the impact that the death of a companion pet has on an individual or family members.
Credits: 4

PSY 403 Peer Advising

The course spans three terms (Fall, Winter and Spring). Students will be trained as Peer Advisors and staff the Psychological Sciences Peer Advising Center. Students will learn peer advising theory and be trained to assist fellow peers in academic planning.
May be repeated for up to 16 credits
Credits: 1-6
Prerequisite: *Consent of instructor*

PSY 406 Special Individual Studies

Designed for individual or special studies in a defined area of interest under the guidance of a designated faculty member.
May be repeated for credit.
Credits: 1-6

PSY 407 Seminar

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-15

PSY 408 Workshop

Terms and hours to be arranged.
May be repeated for credit.
Credits: 1-15

PSY 409 Practicum

Field experience in applied psychology.
May be repeated for credit.
Credits: 1-9
Prerequisite: *Consent of instructor*

PSY 410 Mentoring I

Student will serve as a mentor for a middle school or high school student who may be experiencing personal, social, and academic barriers. Mentors provide a positive relationship for youth to be heard and help youth in developing problem-solving skills for academic, emotional, and social growth. Students receive training on mentoring, adolescent development, and goal-setting with diverse populations. Does not apply toward a psychology major/minor.
Does not apply toward a psychology major/minor.
Credits: 1-4
Prerequisite: *Consent of instructor*

PSY 411 Mentoring II

Students continue to mentor, collect, analyze and present data on mentoring progress towards goals.
Credits: 1-4
Prerequisite: *PSY 410*

PSY 414 Animal Psychology

Addresses the question of how animals think and experience the world. Students will apply scientific, evolutionary, and philosophical lenses to analyze animal behavior and explore the ethics of our treatment of other species.
Credits: 4
Prerequisite: *PSY 201Z and PSY 360 recommended.*

PSY 415 Psychology of Sports

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 420 Advanced Topics in Geropsychology

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 for credit, if content is different.
Credits: 4
Prerequisite: *PSY 201Z and PSY 311 (or equivalent)*

PSY 423 Interviewing and Appraisal

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 425 Drug and Alcohol Assessment

Provides an overview of the current knowledge related to substances and the psychological assessment of substance use. Objectives include increased knowledge about the co-occurrence of substance use and other mental health concerns or disability statuses; diversity and ecological perspectives about substance abuse;

and the ethical assessment, diagnosis, prevention and treatment of substance abuse concerns.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 423 recommended*

PSY 426 History of Psychology

Historical study of psychologists, basic psychological concepts and theories.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 427 Crisis Assessment and Intervention

This course offers students an overview of current best practices, roles and functions, ethics, and professional practice in the field of crisis intervention. Crises occur when an individual's usual coping mechanisms fail in the face of a perceived challenged or threat leading the individual to experience impairment and distress. Crises explored in this class include but are not limited to mental health crises, suicidal ideation, intimate partner violence, and financial crises. Student will also learn about the issues involved with assessing dangerous behavior and how to develop a safety plan.
Credits: 2
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 423 recommended*

PSY 435 Theories of Personality

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 437 Advanced Social Psychology

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.
Credits: 4
Prerequisite: *PSY 334 (or equivalent)*

PSY 438 Advanced Forensic Psychology

Designed to delve deeper into many of the challenging practical, moral and social dilemmas faced within the field of forensic psychology. Students will apply a critical focus to the utility of psychological practices (both research and psychotherapeutic) in the courtroom, as well as gain an understanding of the legal personnel with whom they may interact. Other topics may include: neuropsychology research, serial murder and profiling, treatment within corrections; sex offending and child welfare.
Credits: 4
Prerequisite: *PSY 336*

PSY 439 Positive Psychology

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 443 Psychology of Teamwork

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 334 recommended*

PSY 445 Introduction to Industrial/Organizational Psychology

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 334 recommended*

PSY 446 Psychology of Leadership

Introduction to leadership, focusing on what it means to be a good leader. Emphasizes the practice of leadership. Examines topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles and addressing ethics in leadership. Helps students understand and improve their own leadership performance. Activities may include a service-learning component with a community organization, analyzing case studies and developing individual leadership portfolios.
Credits: 4
Prerequisite: *PSY 201Z and PSY*

Course Descriptions

202Z (or equivalent) or consent of instructor; PSY 334 recommended

PSY 447 Organizational Consulting

Students will identify and enhance their skills for effective managing and/or consulting within a variety of organizations. Topics include: building process consulting skills, models of organizational change; diagnosis and feedback of organizational challenges; evidence-based intervention strategies at the individual, group, inter-group and organizational level; and minimizing resistance to change. Course activities may include lectures and discussions; role plays; exercises; and simulations.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 445 recommended*

PSY 448 Topics in Organizational Psychology

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 for credit, if content is different.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 334 recommended*

PSY 449 Psychology of Creativity

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor*

PSY 450 Psychopathology

Exploration of the nature, causes and treatment of various forms of mental health concerns and disorders in adults. A range of abnormalities will be examined from reactions to stressful events to psychosis. The criteria for the various mental disorders as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association will be reviewed. Course will integrate perspectives generated from the biopsychosocial perspective.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 451 Behavioral Neuroscience

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 458 Language Development

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 (or equivalent), PSY 311 recommended*

PSY 460 Cognitive Neuroscience Seminar

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.
May be repeated for credit, if content is different.
Credits: 1-4
Prerequisite: *PSY 360 or PSY 451*

PSY 461 Psychopharmacology

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.
Credits: 4

PSY 463 Childhood Psychopathology

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 and PSY 311 (or equivalent)*

PSY 465 Motivation

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered.
Credits: 4
Prerequisite: *Three or more hours of 300-level psychology*

PSY 467 Quantitative Methods

Methods that psychologists use to describe, summarize and make inferences about measurements made on people, things or events. Course activities include a significant student-research project and may include meetings with the instructor outside of regularly scheduled class meeting times.
Credits: 4
Prerequisite: *PSY 367 with a grade of C- or higher and MTH 105Z or higher*

Course Descriptions

for students completing an BAS or BS in Psychology

PSY 468 Advanced Research Methods

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.
Credits: 4
Prerequisite: *PSY 467 with a grade of C- or better*

PSY 473 Sensation and Perception

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 480 Infancy and Childhood

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 and PSY 311 (or equivalent)*

PSY 481 Middle and Late Childhood

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development and deviations from typical development.
Credits: 3
Prerequisite: *PSY 201Z or PSY 218 and PSY 311 (or equivalent)*

PSY 482 Adolescence

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 and PSY 311 (or equivalent)*

PSY 483 Adulthood and Aging

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.
Credits: 4
Prerequisite: *PSY 311 (or equivalent)*

PSY 484 Death, Dying and Grief

Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the lifespan. Course activities will include significant in-class written and oral projects as well as out-of-class excursions.
Credits: 4
Prerequisite: *PSY 311 (or equivalent)*

PSY 487 Cross-Cultural Psychology

Study of the relationship between culture and psychological functioning.
Credits: 4
Prerequisite: PSY 201Z and PSY 202Z

PSY 488 Theories of Development

Theories of human development across the lifespan are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications.
Credits: 4
Prerequisite: *PSY 201Z, PSY 202Z and PSY 311 (or equivalent)*

PSY 489 Special Topics in Developmental Psychology

Single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training.
May be repeated for credit, if content is different.
Credits: 1-9
Prerequisite: *PSY 201Z, PSY 202Z and PSY 311 (or equivalent)*

PSY 492 Psychology of Women

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work.
Credits: 4
Prerequisite: *PSY 201Z, PSY 202Z (or equivalent)*

PSY 515 Psychology of Sports

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 525 Drug and Alcohol Assessment

Provides an overview of the current knowledge related to substances and the psychological assessment of substance use. Objectives include increased knowledge about the co-occurrence of substance use and other mental health concerns or disability statuses; diversity and ecological perspectives about substance abuse; and the ethical assessment, diagnosis, prevention and treatment of substance abuse concerns.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 423 recommended*

Course Descriptions

PSY 527 Crisis Assessment and Intervention

This course offers students an overview of current best practices, roles and functions, ethics, and professional practice in the field of crisis intervention. Crises occur when an individual's usual coping mechanisms fail in the face of a perceived challenged or threat leading the individual to experience impairment and distress. Crises explored in this class include but are not limited to mental health crises, suicidal ideation, intimate partner violence, and financial crises. Student will also learn about the issues involved with assessing dangerous behavior and how to develop a safety plan.
Credits: 2
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent) or consent of instructor; PSY 423 recommended*

PSY 535 Theories of Personality

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 537 Advanced Social Psychology

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.
Credits: 4
Prerequisite: *PSY 334 (or equivalent)*

PSY 550 Psychopathology

Exploration of the nature, causes and treatment of various forms of mental health concerns and disorders in adults. A range of abnormalities will be examined from reactions to stressful events to psychosis. The criteria for the various mental disorders as defined by the Diagnostic and Statistical Manual of the American Psychiatric Association will be reviewed. Course will integrate perspectives generated from the biopsychosocial perspective.
Credits: 4
Prerequisite: *PSY 201Z andPSY 202Z (or equivalent)*

PSY 551 Behavioral Neuroscience

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.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z (or equivalent)*

PSY 561 Psychopharmacology

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.
Credits: 4

PSY 563 Childhood Psychopathology

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.
Credits: 4
Prerequisite: *PSY 201Z or PSY 218 and PSY 311 (or equivalent)*

PSY 565 Motivation

Deals primarily with human motivation. Topics such as stress, conflict, learned motives, arousal and unconscious determinants will be considered.
Credits: 4
Prerequisite: *Three or more hours of 300-level psychology*

PSY 580 Infancy and Childhood

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.
Credits: 4

PSY 581 Middle and Late Childhood

Theory and research related to children who are between school age and adolescence. Emphasis on socialization, cognitive development and deviations from typical development.
Credits: 3

PSY 582 Adolescence

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.
Credits: 4

PSY 583 Adulthood and Aging

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.
Credits: 4

PSY 584 Death, Dying and Grief

Focuses on numerous topics related to the developmental processes of death, dying and grief throughout the lifespan. Course activities will include significant in-class written and oral projects as well as out-of-class excursions.

Course Descriptions

Credits: 4
Prerequisite: *PSY 201Z, PSY 202Z, and PSY 311 (or equivalent)*

PSY 587 Cross-Cultural Psychology

Study of the relationship between culture and psychological functioning.
Credits: 4
Prerequisite: *PSY 201Z and PSY 202Z*

PSY 588 Theories of Development

Theories of human development across the lifespan are examined, integrated and compared. Assumptions of major, contemporary theories of development are studied including a review of related research findings and consideration of practical applications.
Credits: 4
Prerequisite: *PSY 201Z, PSY 202Z, and PSY 311 (or equivalent)*

PSY 589 Special Topics in Developmental Psychology

Single special topic in development will be studied in-depth. Topics may include the development of sex roles, moral development or social skills training.
May be repeated for credit, if content is different.
Credits: 1-9
Prerequisite: *PSY 201Z and PSY 202Z and PSY 311 (or equivalent)*

PSY 592 Psychology of Women

Application of psychological methods to the study of women's roles and behavior. Sub-topics may include development, sexuality, achievement, aptitudes and work.
Credits: 4

PSY 620 Learning & Memory for Instruction

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.
Credits: 3

PSY 621 Developmental Psychology: Concepts and Applications

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.
Credits: 3

PSY 622 Adolescent Development for Educators

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.
Credits: 3

R 201 Introduction to the World's Religions: Eastern

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.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

R 202 Introduction to World Religions

Introduction to major world religious traditions (Hinduism, Buddhism, Taoism, Judaism, Christianity, Islam). Examines both basic beliefs and ritual practices of each tradition. Origins and histories of these traditions are covered, as well as their continued practice in contemporary society.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

R 204 Introduction to the World's Religions: Western

An introduction to the major religions of the West: Judaism, Christianity, Islam and Zoroastrianism. This course is comparative and taught from a broad historical and sociological perspective and does not endorse any particular faith tradition.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

R 315 Interpreting Religious Phenomena

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.
Credits: 4

R 399 Special Studies

Terms and hours to be arranged.
May be repeated for up to 15 credits, if content is different.
Credits: 1-15

R 460 Comparative Religion

A study and comparison of the great religions of the world. R 201 and R 204 or equivalent recommended as background, preferably both.
Credits: 4

RC 606 Special Projects

Terms and hours to be arranged.
Credits: 1-9

RC 607 Seminar

Terms and hours to be arranged.
Credits: 1-9

Course Descriptions

RC 609 Practicum

Provides an opportunity to apply basic counseling skills in a relatively safe environment. Will meet weekly and include analysis and feedback regarding students' counseling skills development as well as peer review. Minimum of 100 hours that includes a minimum of 40 direct client contact over two full terms. May be repeated twice for credit.
May be repeated twice for credit.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent), RC 612 (or equivalent); preferred RC 630 (or equivalent)*

RC 610 Internship

Demonstration of clinical skills by conducting rehabilitation or mental health counseling at an external agency under the supervision of onsite personnel. Potential placement sites include state and community rehabilitation counseling agencies or social service organizations serving the rehabilitation and mental health counseling needs of diverse clients. This intensive experience requires students to immerse themselves in the setting while performing professional duties integral to counselors at the agency. The minimum requirement of 600 hours of counselor-in-training experience and within this is a minimum of 240 hours of supervised direct client contact.
May be repeated for up to 20 credits
Credits: 1-10
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 611 Counseling And Helping Relationships

This course is designed to provide a conceptual overview and systematic training in foundational helping skills. Course contents will centrally focus on therapeutic helping relationship skills development such as listening, rapport building, attunement, and relationship management that can be applied across counseling disciplines. This course is the pre-requisite for subsequent classes (i.e., RC 612, RC 613, RC 630). To progress in the program, students need to receive a grade of B and above.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of the instructor*

RC 612 Theory and Techniques of Counseling

Overview of diverse theoretical models applicable to both individual and group counseling practice. There is an emphasis on analyzing the appropriateness and effectiveness of selected theories when working with clients of all abilities and cultural backgrounds. Students will explore the key tenets of prominent counseling theories and develop knowledge of evidence-based applications for varied clinical presentations and rehabilitation settings.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent)*

RC 613 Career Development, Job Development, and Job Placement

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). Addresses the significance of lifestyle and career decision-making processes. Special attention will be given to the impact of developmental, environmental and attitudinal barriers faced by persons with disabilities in the career development process.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent)*

RC 623 System and Social Justice in Rehabilitation Counseling

This course is designed to introduce students to the human and social services system and social justice issues that rehabilitation and mental health counselors may encounter in their practice. This course will build the critical foundation needed for the next stage of acquiring skills and awareness in social and cultural diversity issues, focusing on race/ethnicity, culture, age, religion/spiritual orientation, sexual orientation, disability, class status, and how each of these intersects with each other, and with gender and disability. Students must receive a minimum grade of B to enroll in RC 633.
Credits: 2
Prerequisite: *Acceptance into RC program or consent of instructor*

RC 625 Research And Program Evaluation

This course will assist students in developing the required skills in research that are needed for evidence-based practices. Students will gain knowledge and skills in the following areas: literature review; research critique; basic statistics; research methods; program evaluation; and ethical, legal, and cultural issues related to research and evaluation in the counseling-related fields.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 626 Critique Analysis and Evidence Based Practice Research

This course is a study of theory and research as a base for counseling (Rehabilitation and Mental Health) practice. Published research studies are critically analyzed with regard to implications for clinical practice. The course is planned for collaborative peer examination of the research process through critique of counseling studies.
Credits: 2
Prerequisite: *Acceptance to Rehabilitation and Mental Health Counseling program or consent of instructor*

RC 630 Group Counseling and Group Work

The primary objective of this course is to deepen students' understanding of the background, theory, and processes

underpinning group dynamics. In addition to building theoretical knowledge, students will obtain practical experience by facilitating a group session and participating as members in 10 hours of group sessions and activities approved by the program.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor; completion of RC 611 or equivalent*

RC 631 Family, Disability, and Lifespan Development

This course develops student understanding of human development and family needs at all life stages, from infancy through late adulthood. Topics include family systems, the expanded family life cycle, developmental stages based on prominent theories, an overview of family counseling approaches and interventions, and utilizing genograms to diagram family history across generations. Students will gain broad-based knowledge of individual and family developmental processes across the lifespan to inform clinical assessment and practice.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 632 Medical & Psychosocial Aspects of Disabilities

This course provides an overview of the medical, functional, and psychosocial aspects of various disabilities. There is additional analysis on how disability is impacted by psychosocial factors, cultural/spiritual beliefs, attitudes, values, and environment. Students will gain knowledge of chronic illnesses and disabilities, including basic medical terminology, etiology, symptoms, diagnosis, and treatment of conditions that may result in disability. The goal is to build an understanding of the interplay between health, illness, disability, personal identity, social influences, access barriers, and the effects of systemic and structural inequities on disability populations.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 633 Social And Cultural Foundation in Counseling

This course explores the issues and dynamics involved in delivering rehabilitation counseling services to diverse clients, groups, and communities. Students will examine how culture and societal norms influence the rehabilitation and mental health counseling process and client outcomes. Additionally, students will engage in critical self-reflection to analyze their own cultural identity, attitudes, biases, and beliefs. The goal is to equip future counselors with the knowledge, awareness, and skills to provide culturally responsive and ethical care that empowers clients from marginalized backgrounds.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 623 (or equivalent)*

RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder

This course deepens students' knowledge and conceptual understanding of diagnosing and treating mental illness in counseling contexts. Students will develop skills in interpreting psychological evaluations and making general diagnostic decisions using the current DSM. There is a focus on prevalent mental health disorders encountered in rehabilitation and counseling settings. An overview of psychopharmacology and cultural considerations related to medication management is also integrated. The goal is to equip future counselors with competencies in assessment, diagnosis, treatment planning, and ethical integration of pharmacology while displaying sensitivity to cultural backgrounds.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent)*

RC 640 Trauma and Crisis Intervention in Counseling

This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of the study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises, disasters, and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring awareness and ameliorate the effects of crisis and trauma exposure.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent)*

RC 645 Counseling in Addictive Behaviors

This course provides a comprehensive overview of addiction prevention and intervention for both substance use disorders and behavioral addictions. The curriculum will cover etiology, assessment, and evidence-based models of treatment, with a particular emphasis on the Stages of Change and Motivational Interviewing approaches. The focus will be placed on understanding addictions from a systemic perspective, including contributing factors as well as counseling strategies for effectively supporting individuals, couples, and families impacted by addictive behaviors.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 611 (or equivalent)*

RC 650 Professional Counseling Orientation And Ethical Practice

This is an introductory overview of the professional field of rehabilitation and mental health counseling. We will discuss the service delivery in modern rehabilitation from the historical context. Professional and ethical principles applied to rehabilitation casework, organization policy, multicultural counseling, disability laws, and risk management will be addressed. Rehabilitation terminology

and concepts, as well as a counselor's responsibilities and duties, will be explored in the context of the codes of ethics. Ethical decision-making models will be reviewed and applied.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 651 Professional Counseling Ethical Practice II

This ethics course will examine challenging taboos and uncomfortable topics that therapists often avoid due to underlying damaging myths. The students will practice mindful self-awareness in responding to complex real-world situations. There is an emphasis on nurturing virtues of openness, honesty, courage, and constant ethical questioning while respecting the boundaries of professional codes of ethics used in counseling contexts. Students will learn strategies for addressing dilemmas in a thoughtful, nuanced manner while upholding ethical principles and clients' well-being.
Credits: 2
Prerequisite: *Acceptance to RC program or consent of instructor, and RC 650*

RC 660 Case Management & Community Partnerships

This course examines strategies for delivering efficient and effective case management services to clients with disabilities in rehabilitation and mental health counseling agencies. Students will explore principles and systems of case and caseload management within contemporary settings while learning to prioritize client wellbeing and equitable access. Additionally, crisis and conflict resolution models are covered alongside time-management principles for balancing substantial caseloads.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 662 Assessment And Testing

This course examines the ethical selection, administration, interpretation, and integration of commonly utilized assessments in rehabilitation and counseling services. Students will explore both testing instruments as well as procedures for evaluating clients. Concepts of reliability, validity, applicability, and cultural/contextual factors will be emphasized in the appropriate use of assessments.
Credits: 4
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 670 Professional Topics Seminar

This course is designed to assist students with the development and initial preparation of their graduate-level exit evaluation including the successful completion of their professional portfolio. In addition to constructing this professional portfolio, students will enhance employment readiness for entering the rehabilitation and mental health counseling field. Course topics include the importance of professional associations at the state/national levels, service engagement opportunities, counselor licensure processes, national certification exams, as well as self-care practices.
Credits: 2
Prerequisite: *Acceptance to RC program or consent of instructor*

RC 672 Transition Services in Rehabilitation

Focuses on the transition of youth with disabilities from secondary school environments to a variety of post-school activities. Content will broadly cover the role and impact of key transition components including secondary/post-secondary education, vocational rehabilitation and other service providers, employment, relevant legislation, psychosocial factors and family dynamics. Emphasizes effective practice with respect to developing and pursuing transition goals, promoting self-determination and collaborating with various stakeholders.
Credits: 3

SOC 204Z Introduction to Sociology

Introduces the central concepts, theories, and methods that define the sociological approach to investigating the social forces that shape our lives. Topics may include social structure, culture, socialization, race, class, gender, sexuality, and inequality.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

SOC 206Z Social Problems

Applies the sociological perspective to the study of social problems, including their social construction, causes, and consequences. Explores the complexities surrounding their solutions, such as how solutions are socially constructed and policy proposals from sociologists and social movements. Topics may include poverty, discrimination, interpersonal violence, crime, addiction, ecological crises, war/global conflict, and health inequality.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

SOC 226 Introduction to Latin@ Studies

Examines the social, economic, and political factors that have shaped the identity, ethnicity, social class, and political participation of people of Latin American origin in the United States, including Mexico, the Caribbean, Central and South America. Bilingual English/Spanish course.
Credits: 4

SOC 290 World Population and Social Structure

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

Course Descriptions

society.
Credits: 3

SOC 301 Introduction to Social Work

This course presents a general foundation of knowledge and skills essential to the interpersonal practice of social work while considering community, organizational, and policy contexts.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

SOC 305 Social Problems, Social Justice, Social Policy

The purpose of this course is to introduce students to the sociological study of social problems for both social justice and social work concentrations. We will explore the interrelated issues of community, environment, and society, with special attention to contemporary social and ecological problems.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

SOC 309 American Society

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.
Credits: 4

SOC 310 Service-Learning and Community Praxis

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.
Credits: 4

SOC 312 History and Anthropology of the Little Big Horn

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.
Credits: 3

SOC 315 Social Stratification and Inequality

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.
Credits: 4

SOC 317 Social Work Practical Applications and Methodologies

This course is part of a multi-course social work sequence that provides the foundation for social work practice with individuals and families.
Credits: 4

SOC 320 Industrial Sociology

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.
Credits: 3

SOC 321 Labor Studies

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.
Credits: 4

SOC 324 Introduction to Sociology: Research

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

SOC 325 Participant Observation and Qualitative Research Methods

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.
Credits: 4

SOC 328 Introduction to Social Data Analysis

Introduction to quantitative statistical analysis techniques employed in the social sciences; emphasis on probability theory and the general linear model.
Credits: 4

SOC 330 Urban Sociology

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.
Credits: 3

SOC 334 Self and Society

A distinctly sociological approach to the analysis of the individual in the context of larger social structures.
Credits: 4

SOC 338 Sociology of the Family

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.
Credits: 4

Course Descriptions

SOC 340 Community Organizing

A review and analysis of the history and practice of grass-roots community organizing, especially labor unions, tenant groups and neighborhood associations. Attention is given to community organizations working toward social change. Tactics and strategies of mobilization, confrontation and resistance are discussed.
Credits: 4

SOC 341 Community Action

Practical application of community organizing strategies and skills. Requires extensive time outside of classroom working on community project organized for positive social change.
Credits: 4

SOC 350 Food and Hunger

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.
Credits: 4

SOC 354 Sociology of Deviant Behavior

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.
Credits: 4

SOC 360 Sociology of Gender

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.
Credits: 4

SOC 370 Sociological Theory

This course provides an overview of classical and contemporary sociological theories from the founding of the discipline to the current theoretical questions and debates within the field.
Credits: 4

SOC 390 Critique of Education and Critical Pedagogy

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.
Credits: 3

SOC 399 Sociology Internship

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.
May be repeated for up to 16 credits.
Credits: 1-12

SOC 400 Globalization and Development

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.
Credits: 4

SOC 406 Special Individual Studies

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-12

SOC 407 Seminar: Special Topics in Sociology

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 4

SOC 409 Practicum: Latino/a Ed Mentor

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.
May be repeated for up to 15 credits.
Credits: 1-16

SOC 410 Historical Sociology: Origins of Capitalism

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.
Credits: 3

SOC 420 Political Sociology: Theories of the State

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.
Credits: 3

SOC 427 Revolutionary Social Movements

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

Course Descriptions

includes the development and critical examination of the concepts of class and class struggle.
Credits: 3

SOC 430 Political-Economy as Social Theory

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.
Credits: 3

SOC 434 African American Studies: Social Issues, Social Movements

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.
Credits: 3

SOC 435 Chicano/a/Latino/a Studies: Social Issues, Social Movements

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.
Credits: 4

SOC 436 Native American/Asian American Studies: Social Issues, Social Movements

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).
Credits: 3

SOC 437 Sociology of Race/Ethnic Relations

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.
Credits: 4

SOC 440 Women and Development

Historical and contemporary analysis of women in the development and underdevelopment of the world political economy.
Credits: 4

SOC 450 Latin American Society

Analysis of current social issues in Latin America. Topics include economic restructuring, state transformation, gender and family relations.
Credits: 4

SOC 460 Feminist Theory

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.
Credits: 3

SOC 465 Introduction to LGBTQ Studies

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.
Credits: 4

SOC 471 Classical Sociological Theory

An examination of the concepts and theories of some of the most renowned social thinkers of the 19th and early 20th centuries.
Credits: 4

SOC 472 Contemporary Sociological Theory

Study of significant sociological theories and concepts from the early 20th century to the present.
Credits: 3

SOC 495 Senior Capstone

This course is designed to provide students with the resources and assistance to complete their reflection or research projects based upon the ongoing research on a subject of their choosing.
Credits: 4

SOC 507 Seminar in Social Policy

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.
Credits: 3-4

SOC 537 Sociology of Race/Ethnic Relations

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.
Credits: 3

SOC 554 Sociology of Deviant Behavior

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.
Credits: 3

SPAN 101Z First-year Spanish I

An introduction to the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Cultivates listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for beginners as the first of three in the sequence of First-year Spanish courses (SPAN 101Z, 102Z, and 103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.
Credits: 4
General Education: *Foundational Skills: Communication and Language*

SPAN 102Z First-year Spanish II

Builds on the foundational skills of Spanish 101Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed a term of college-level Spanish (or equivalent) as the second of three in the sequence of First-year Spanish courses (SPAN 101Z, 102Z, and 103Z). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.
Credits: 4
Prerequisite: SPAN 101Z (or equivalent) or consent of instructor
General Education: *Foundational Skills: Communication and Language*

SPAN 103Z First-year Spanish III

Builds on foundational skills of Spanish 102Z including the language, cultural practices, and perspectives of Spanish-speaking communities both locally and globally. Continues to cultivate communicative skills such as listening, speaking, reading, writing, and intercultural competence through conversation, cultural exploration, and other activities. Designed for those who have completed two terms of college-level Spanish (or equivalent) as the third of three in the sequence of First-year Spanish courses (SPAN 101Z, 102Z, and 103Z). Students who successfully complete Spanish 103Z are ready to take the sequence of Second-year Spanish courses (Intermediate). If you have experience speaking Spanish at home, in your community, or abroad, please consult with the instructor to make sure this class is the best for your level.
Credits: 4
Prerequisite: *SPAN 102Z (or equivalent) or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 110 Introduction to Hispanic Literature in Translation

A survey of Hispanic literary genres involving works in English translation from a variety of periods.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

SPAN 115 Beginning Spanish Conversation

Weekly one-hour conversation section offers students intensive practice in speaking and listening and aligns with the development of vocabulary and skills in the First-Year Spanish sequence.
Credits: 1

SPAN 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 15 credits, if content is different.
Credits: 1-15

SPAN 201 Second Year Spanish I

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.
Credits: 4
Prerequisite: *SPAN 103 or consent of instructor; recommended SPAN 115*
General Education: *Foundational Skills: Communication and Language*

SPAN 202 Second Year Spanish II

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.
Credits: 4
Prerequisite: *SPAN 201 or consent of instructor; recommended SPAN 215*
General Education: *Foundational Skills: Communication and Language*

SPAN 203 Second Year Spanish III

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.
Credits: 4
Prerequisite: *SPAN 202 or consent of instructor; recommended SPAN 215*
General Education: *Foundational Skills: Communication and Language*

SPAN 210 Topics in Hispanic Film

Analyze Hispanic societies through the language of film and compare experiences of individuals across different cultural contexts. Taught in English.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

SPAN 215 Intermediate Spanish Conversation

Emphasizes oral proficiency through guided conversation, realistic scenarios, vocabulary building and

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free discussion. Content aligns with the Second-Year Spanish sequence.
Credits: 1
Prerequisite: *SPAN 103 or higher*

SPAN 240 Greater Mexico: Culture and Arts

Course surveying the indigenous, colonial and contemporary cultural history of 'Greater Mexico', a concept that integrates the study of Mexican culture in a global and transnational dimension.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

SPAN 245 Translanguaging: Spanglish as a Speech Community in US

This course presents a socio-historical analysis of the contact between English and Spanish in the U.S, and the linguistic practices of bilingual speakers. Student will explore language issues that are specific to Spanish in the U.S., including language contact, identity, borders and borderlands, Spanish varieties, language politics, and language attitudes.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

SPAN 299 Special Studies in Language

Terms and hours to be arranged. May be repeated for up to 15 credits, if content is different.
Credits: 1-15

SPAN 301 Third Year Spanish I

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.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 302 Third Year Spanish II

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.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or SPAN 301 or SPAN 311 or SPAN 317 or consent of the instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 303 Third Year Spanish III

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.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 302 or SPAN 311 or SPAN 312 or SPAN 317 or SPAN 318 or consent of the instructor*

SPAN 309 Service-Learning in Spanish

Students learn about Hispanic cultures and improve Spanish-speaking skills they have acquired in a classroom setting while volunteering in community partner schools and agencies, helping with school activities and academic tutoring.
Credits: 1-4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 311 Spanish for Bilingual Teachers I

Intensive review of academic Spanish grammar and syntax through pedagogical practices useful for prospective teachers. Provides practical knowledge of the different strengths and challenges, both linguistic and cultural, of heritage and non-heritage Spanish speakers.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 312 Spanish for Bilingual Teachers II

Intensive practice of academic Spanish grammar and syntax through pedagogical practices useful for prospective dual-language teachers. Provides in-class opportunities to teach all content areas in Spanish.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or SPAN 301 or SPAN 311 or SPAN 317 or consent of the instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 315 Advanced Spanish Conversation

Primarily for non-native speakers who wish to improve Spanish comprehension and speaking abilities. Focuses on speaking and listening activities to develop competence needed for effective communication in academic and professional settings. May be repeated for up to 6 credits.
Credits: 2
Prerequisite: *SPAN 203 or higher*

SPAN 317 Intermediate Spanish for Bilingual/Heritage Speakers I

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.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or consent of instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II

Focus on improving speaking, listening, reading and writing skills in

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Spanish; build vocabulary, learn advanced grammatical rules and terminology of Spanish grammar and gain a deeper understanding of Hispanic cultures.
Credits: 4
Prerequisite: *SPAN 203 (or equivalent) or SPAN 301 or SPAN 311 or SPAN 317 or consent of the instructor*
General Education: *Foundational Skills: Communication and Language*

SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III

Hone language skills through reading modern texts, discussion of major ideas, vocabulary expansion and writing essays. Analytical review of literary genres. Prepares students to communicate within a variety of situations.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 302 or SPAN 311 or SPAN 312 or SPAN 317 or SPAN 318 or consent of the instructor*

SPAN 320 Business Spanish

Introduction to the Spanish business world, with focus on relevant communication and language skills for the global marketplace using essential business etiquette, vocabulary and communication models. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 321 Spanish for Health Care Professionals

Develop skills in correct medical terminology and explaining tests, procedures, diagnosis and prognosis in a culturally appropriate way.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 328 Introduction to Chicano Literature and Culture

Survey of Latino literature from the 16th century to the present. Students will read and analyze texts in Spanish and English.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 338 Multicultural Spain: History, Film and Politics

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary society. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 203 or SPAN 301 or SPAN 311 or SPAN 317*

SPAN 339 Colonial Latino Literature and Culture

A survey of Colonial Latino literature and culture, exploring the common roots of Latin America and the territories of the US with centuries-long Hispanic influence, including Oregon and the Pacific Northwest.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 340 Mexican Literature and Culture

A representative survey of Mexican literature and culture from pre-Hispanic times to the present.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 342 The Politics of Latino Film and Art

This course analyzes innovative and committed political film and art coming from US Latino communities. Students will watch, read and analyze texts in both Spanish and English.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 350 Spanish Pronunciation and Phonetics

Study of the sound system of Spanish, with individual attention to each student's difficulties.
Credits: 4
Prerequisite: *SPAN 302*

SPAN 360 Introduction to Hispanic Literatures

Foundation for future literary study. Students will read and analyze short fiction, poetry, essay and drama, written by authors from diverse regions of the Spanish-speaking world, including Latin America, Spain and the United States. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 370 Don Juan, Witches and Bold Nuns: Gender in Spanish Literature and Film

Survey of the literature and film of Spain. Students will examine the ways in which various literary genres and film depict gender and codes of masculinity and femininity in Spanish culture, from the Middle Ages to the present day. Topics include: the figure of don Juan, notions of family honor and female chastity, domestic violence, and gender performance. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 203 or SPAN 301 or SPAN 311 or SPAN 317*

SPAN 371 Contemporary Latino Literature and Culture

The course studies some of the most salient aspects of Latino/Latin American contemporary literature and culture, particularly in relation to history, migration issues and US government influence in the Americas.
Credits: 4
Prerequisite: *SPAN 203 or consent of instructor; highly recommended SPAN 303 or SPAN 319 and LIT 230*

SPAN 379 Introduction to Spanish Linguistics

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.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended LING 310*

SPAN 380 Teaching World Languages: Spanish

Application of linguistic science in the foreign language classroom. Emphasis on comparing and contrasting sound systems and the grammars of English and Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319; recommended SPAN 350*

SPAN 385 Introduction to Translation and Interpreting

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.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319*

SPAN 399 Special Studies

May be repeated for up to 12 credits, if content is different.
Credits: 1-4

SPAN 401 Advanced Spanish Proficiency

This course provides students with advanced written and oral Spanish skills, suitable for professional use of the language.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 (or equivalent) or consent of instructor*

SPAN 404 Creative Writing in Spanish

Advanced work in creative writing in Spanish with emphasis on revision and completion of extended pieces.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor*

SPAN 405 Reading and Conference

Topics and hours to be arranged.
Credits: 1-6

SPAN 407 Seminar

Topics and hours to be arranged.
May be repeated for up to 12 credits, if content is different.
Credits: 1-6

SPAN 409 Spanish Practicum

Off-campus writing experience for Spanish majors. Provides students with the opportunity of applying their writing skills in actual business, technical or professional situations
May be repeated for up to 16 credits.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 312 or SPAN 319*

SPAN 412 Classical Spanish Literature

A survey course of medieval and Golden Age Spanish literature, focusing on the richness of the Hispanic literature and culture belonging to Europe's classical tradition, including its development in the Americas.
May be repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 413 Don Quijote

Close reading of Miguel de Cervantes' undisputed literary masterpiece of Hispanic literature: Don Quixote. Emphasis on the novel's historical and literary contexts and major readings and interpretations it has elicited.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor*

SPAN 414 Mestizaje and Cultural Contact in Hispanic Societies

This is a pan-Hispanic survey in which we will study societal and artistic responses to cultural contact and separation via migration, war, travel, and slavery. We will examine how writers and artists have imagined mixed couples and families, *mestizaje*, or cross-cultural love as either a threat to familial and national identity, or a possible solution to racial and cultural tensions. Conducted in Spanish.
May be repeated twice for credit, if content is different.
Credits: 4
Prerequisite: SPAN 301 or SPAN 311 or SPAN 317 or instructor approval.

SPAN 415 Love, War, Social Change: Contemporary Spanish Literature and Film

An in-depth study of the narrative, poetry, drama and visual culture of 20th and 21st-century Spain. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and one 300-level Spanish literature course (SPAN 370 or SPAN 371)*

SPAN 416 Language Teaching Practicum

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.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 (or equivalent) or consent of instructor*

Course Descriptions

SPAN 417 Hispanic Poetry

Introduction to poetry written in Spanish. Will study some of the most representative poetic works written in the Spanish language from the Middle Ages to the beginning of the 21st century. Text analysis is based on close reading of the tests, a short biographical study of their authors as well as a careful contextualization of the time and space where they were produced.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor*

SPAN 435 Contemporary Hispanic Societies Through Film

Students will watch and analyze recent Hispanic films and engage with critical readings in order to understand the cultural and political forces that shaped such powerful cinematic representations. Emphasis is placed on learning the language of film as part of the analysis and appreciation of the works.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317 or consent of instructor*

SPAN 443 Topics in Latin American Literature

In-depth analysis of literary texts from Latin America, focusing on their significance for contemporary Hispanic culture, including the US.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 (or equivalent) or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 445 Hispanic Women Writers

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 repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 446 Migration and Borders in the Hispanic World

Engages students with the experiences of migrants in the Hispanic world. Compares migration and borders in Spain as well as the United States. Topics will include experiences of migrant children, racism, the international drug trade, assimilation (or rejection) of Muslims in Spain, challenges facing women who migrate.
Credits: 4
Prerequisite: *SPAN 301 or SPAN 311 or SPAN 317*

SPAN 480 History of the Spanish Language

A survey of the linguistic development of the Spanish language from Latin to Old Spanish to Modern Spanish. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 and SPAN 350*

SPAN 481 Spanish Sociolinguistics

Explores the interrelationship of language and society, with reference to the Spanish-speaking world. Studies how socio-economic, political and anthropological factors such as race, social class, gender, age and identity influence linguistic forms.
Credits: 4
Prerequisite: *SPAN 350 or consent of instructor*

SPAN 482 Spanish as a World Language

Alternates different topics in Spanish linguistics, such as modern peninsular Spanish dialectology, modern Spanish-American dialectology, bilingualism, applied linguistics or sociolinguistics.
May be repeated for credit, if content is different.
Credits: 4
Prerequisite: *SPAN 350 or consent of instructor*

SPAN 483 Spanish in the United States

Develops critical and linguistic awareness about the relationship between language, individual and society, in the context of the use of Spanish in the United States, emphasis on historical migration patterns and settlements, characteristics of Spanish in contact with English.
Credits: 4
Prerequisite: *SPAN 350 or consent of instructor*

SPAN 486 Spanish Translation Practicum

Applying language translation techniques. Development of the basic techniques needed for translation and interpretation. Practice given to both translating into and from the native language (English/Spanish). Emphasis will be placed on command of appropriate professional lexicon and awareness of the relationship between language and culture.
Credits: 4
Prerequisite: *SPAN 385 or consent of instructor*

SPAN 490 Studies in Spanish Literature

An in-depth study of a significant Spanish literary figure or topic, as identified in each year's online course schedule.
May be repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 491 Studies in Latino Literature

This class studies specific works, writers or movements from Latino/Latin American literature, providing an

advanced bicultural and bilingual understanding of Latino literature. May be repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 492 Senior Capstone Project

Culminating experience in which students reflect upon and integrate aspects of their entire undergraduate study. Through a writing project, an oral presentation and an exit interview, students demonstrate their achievement of the program's learning outcomes.
Credits: 1

SPAN 499 Special Studies in Language, Culture and Literature

Terms and hours to be arranged.
Credits: 1-15

SPAN 511 Topics in Medieval Spanish Literature

Study of special issues and topics in Medieval Spanish literature and culture. Specific focus will be identified in online course listing.
May be repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and SPAN 370 or SPAN 371*

SPAN 515 Topics in Contemporary Spanish Literature

Features a selection of texts from contemporary Spain (20th and 21st Century) taught in a cultural and historical context. Conducted in Spanish.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 360 and one 300-level Spanish literature course (SPAN 370 or SPAN 371)*

SPAN 516 Language Teaching Practicum

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.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 (or equivalent) or consent of instructor*

SPAN 541 Topics in Latin American Colonial Literature

In-depth study of selected texts, writings and themes written in or about colonial Latin America starting from Columbus' arrival to the Antilles in 1492 to the beginnings of Spanish American independence movements at the dawn of the 19th century.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor*

SPAN 542 Topics in 19th Century Latin American Literature

In-depth study of literary works written in Latin America during the 19th Century. Special attention will be given to texts written during the wars of independence and during the formation of the new republics, as well as to literary movements including Romanticism, Realism and Naturalism.
Credits: 4
Prerequisite: *SPAN 303 or SPAN 319 or consent of instructor; highly recommended SPAN 371*

SPAN 581 Spanish Sociolinguistics

Explores the interrelationship of language and society, with reference to the Spanish-speaking world. Studies how socio-economic, political and anthropological factors such as race, social class, gender, age and identity influence linguistic forms.
Credits: 4
Prerequisite: *SPAN 350 or consent of instructor*

SPAN 582 Spanish as a World Language

Alternates different topics in Spanish linguistics, such as modern peninsular Spanish dialectology, modern Spanish-American dialectology, bilingualism, applied linguistics or sociolinguistics.
May be repeated for credit, if content is different.
Credits: 4

SPAN 583 Spanish in the United States

Develops critical and linguistic awareness about the relationship between language, individual and society, in the context of the use of Spanish in the United States, emphasis on historical migration patterns and settlements, characteristics of Spanish in contact with English.
Credits: 4

SPAN 585 Introduction to Translation and Interpreting

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.
Credits: 4

SPAN 590 Studies in Spanish Literature

An in-depth study of a significant Spanish literary figure or topic, as identified in each year's online course schedule.
May be repeated twice for credit, if content is different. Conducted in Spanish.
Credits: 4

Course Descriptions

SPAN 606 Special Individual Studies

Terms and hours to be arranged. Provides graduate students with the opportunity to study a special or individual area of interest under the guidance of a designated faculty member.
Credits: 1-9
Prerequisite: *Consent of instructor*

SPED 263 Preparation for Mentorship III

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.
Credits: 2
Prerequisite: *By application only*

SPED 401 ASD Practicum: Evidence-Based Teaching Methods and Strategies

Field experience designed to follow completion of SPED 487. 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.
Credits: 1
Prerequisite: *SPED 487 and consent of instructor*

SPED 402 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder

Implementation of strategies learned in SPED 488. 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.
Credits: 1
Prerequisite: *SPED 488 and consent of instructor*

SPED 403 ASD Practicum: Middle School/High School/Transition and Community-Based Instruction

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).
May be repeated for up to 16 credits.
Credits: 1
Prerequisite: *SPED 489 and consent of instructor*

SPED 421 Assessment and Evaluation in Special Education

Basic assessment theory, assessment planning, and evaluation procedures are emphasized. The focus will be placed on formative and summative evaluation strategies, progress monitoring, and using data to make educational and placement decisions.
Credits: 4

SPED 423 Behavior Supports

Approaches to behavioral management of exceptional learners across educational settings. Implementation of individualized techniques including positive behavioral interventions to foster social and emotional growth. Emphasis is on creating positive learning environments, functional behavioral assessment, and development of behavioral supports and intervention plans for students with challenging behaviors.
Credits: 4

SPED 424 Inclusive Practices: Methods for Supporting Exceptional Learners

The purpose of this course is to expand upon general education pedagogy by building knowledge related to the use of evidence-based practices to support exceptional learners in inclusive settings. The course will emphasize the use of effective strategies which enable students to access and make progress in general education content aligned with Common Core State Standards. Particular emphasis will be placed on accommodations and modifications in the area of literacy and math methods.
Credits: 4

SPED 430 Instructional Methods for Learners with Extensive Support Needs

This course will develop skills for planning and organizing instruction and supports for students with extensive support needs. Focus on methodologies to accommodate individualized learning needs of students with extensive support needs in inclusive environments, including adaptations and use of assistive technology. The basic principles of assessment, instruction, curriculum development, and augmentative and alternative communication for students with extensive support needs will also be addressed.
Credits: 3

SPED 433 Instructional Methods for Young Children with Extensive Support Needs

This course will develop skills for planning and organizing instruction and supports for young children with extensive support needs. Focus on methodologies to accommodate individualized learning needs of young children with extensive support needs in inclusive environments, including adaptations and use of assistive technology. The basic principles of assessment, instruction, curriculum development, and augmentative and alternative communication for young children with extensive support needs will also be addressed.
Credits: 4

SPED 446 Law and Special Education

Students will gain a greater

understanding of both federal and state special education laws including Section 504 of the Rehabilitation Act of 1973, No Child Left Behind Act (NCLB), Individuals with Disabilities Education Improvement Act (IDEIA 2004), and the Family Educational Rights and Privacy Act (FERPA). Emphasis will be placed on turning educational and legal theory into practice through the use of educator workshops. Students will review the most current cases and trends in special education law, analyze cases, and learn how to research both statutory and case.
Credits: 4

SPED 448 Special Education Practicum

This field experience is designed to apply methods learned across the licensure program in educational settings supporitng students with disabilities. The student demonstrates the principles of educational assessment, individual and group instructional design and implementation, data analysis, and instructional modifications.
May be repeated for 3 credits.
Credits: 1-3

SPED 486 ASD: Foundations and Strategies

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.
Credits: 3

SPED 487 ASD: Evidence-Based Teaching Methods and Strategies

Research-based teaching methods for students with Autism Spectrum Disorders (ASD) will be presented, including Discrete Trial, Pivotal Response Training, Structured Teaching and Picture Exchange Communication System (PECS). Practical application of these methods in the context of behavior management, cognitive development and daily living skills will also be discussed.
Credits: 3
Prerequisite: *Concurrent enrollment in or completion of SPED 486 or consent of instructor*

SPED 488 ASD: Supporting Students with High Functioning Autism and Asperger Disorder

Identifying and supporting the needs of students with High Functioning Autism/Asperger Disorder in young children through high school. Students will use functional behavioral assessments and develop positive behavioral approaches; will learn about the social impact, review curriculum and research regarding evidence based practices for teaching social cognition and strategies for teaching social skills.
Credits: 3
Prerequisite: *SPED 487*

SPED 489 ASD: MS/HS/Transition and Community-Based Instruction

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.
Credits: 3
Prerequisite: *SPED 488*

SPED 490 ASD: Eligibility, Assessment and Effective Consultation

Prepares the participant to better understand the educational evaluation and eligibility process for identifying children and students with Autism Spectrum Disorders (ASD). Review of a variety of assessments and evaluation tools used for identification of Autism Spectrum Disorders.
Credits: 3
Prerequisite: *SPED 489*

SPED 607 Seminar

Credits: 1-6

SPED 616 Evaluating Special Education Research

Prepare special educators for graduate coursework, portfolio, thesis/project, comprehensive exams, Praxis exams and for practicing evidence-based practice as a teacher. Prepares students to be informed consumers of research rather than conducting research themselves and prepares teachers to apply research principles to their practice as teachers.
Credits: 3

SPED 617 Theory and Philosophy of Teaching Exceptional Learners

Examines key theoretical and philosophical perspectives including: cognitive, behavioral, and socio-cultural theories related to the education of exceptional and/or diverse learners. Connecting educational philosophy and specific theories of learning to instructional decisions is emphasized.
Credits: 3

SPED 618 Introduction to Special Education

An overview of the history of special education that includes a survey of disabilities focused on legal, educational, and social issues. In-depth study of the diverse students in today's K-12 classrooms with an emphasis on preparing teacher candidates to become reflective practitioners serving diverse communities of learners from early intervention through post-secondary transition.

Credits: 4

Course Descriptions

SPED 622 Literacy Methods for the Diverse Learner

Evidence-based literacy instruction addressing foundational reading skills, reading comprehension, vocabulary development, background knowledge, and written expression. The course emphasizes progress monitoring and data-driven instructional decision-making, with a focus on applying research-based instructional practices to support students with disabilities across instructional settings.
Credits: 4

SPED 623 Behavior Support

Examines positive behavioral support for preK-12 students, emphasizing inclusive strategies that support the strengths and needs of students with diverse learning profiles. Focuses on evidence-based practices, collaborative approaches, and creating equitable learning environments that promote social-emotional growth and self-regulation.
Credits: 4

SPED 625 Evaluation and Assessment in Special Education

Addresses theory and practice in selecting, administering, scoring, and interpreting both standardized and instructional assessments for students with disabilities. Emphasizes curriculum-based assessment, criterion-referenced testing, formative and summative evaluation, and data-driven instructional decision-making. Students learn to use assessment results to inform instruction, guide Individualized Education Program (IEP) development, and support equitable learning outcomes.
Credits: 4

SPED 628 Math Methods for the Diverse Learner

Evidence-based instructional strategies in mathematics, monitoring student progress, and making data-driven instrucitonal decisions for students with disabilities.
Credits: 4

SPED 630 Instructional Methods for Learners with Extensive Support Needs

This course will develop skills for planning and organizing evidence-based instructional strategies and supports for students with extensive support needs. Focus on methodologies to accommodate individualized learning needs, including literacy, inclusive practices, basic principles of assessment, instruction, curriculum development, assistive technology, and augmentative and alternative communication.
Credits: 4

SPED 642 Standardized Assessment

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.
Credits: 3

SPED 646 Law and Special Education

Examination of federal and state special education laws, with emphasis on applying legal principles through IEP development and analysis to support equitable outcomes for students with disabilities.
Credits: 4

SPED 647 Clinical Experience I

During this field placement, teacher candidates will apply learned skills specific to literacy and math remediation in a public school or related setting.
Credits: 3
Prerequisite: *Consent of instructor*

SPED 648 Clinical Experience II

During this field placement, teacher candidates will apply learned functional and academic skills specific to students with moderate to severe disabilities in a public school or related setting.
Credits: 3
Prerequisite: *Consent of instructor*

SPED 649 Part-time Student Teaching

Part-time clinical experience in either an elementary, middle, or high school special education setting. Supervised work experience with professional level responsibilities in public school or related setting, under the direction of a cooperating teacher and WOU supervisor. The teacher candidate assumes responsibility for the learning activities of children with disabilities and will complete a culminating work sample throughout the term.
Credits: 4

SPED 670 Collaboration Practices in Special Education

This course provides an analysis of high-leverage practices for collaboration between stakeholders, inlcuding teachers, families, related service providers, and other professionals supporting individuals with disabilities. Students examine macro- and micro-level influences, including family dynamics, community resources, advocacy groups, policy, and legal mandates, on educational planning and service delivery.
Credits: 4

SPED 682 Contemporary Issues in Special Education

Prepares students to be informed consumers of special education research and to apply research principles to their teaching practice. Students explore, analyze, and synthesize current knowledge and research on a range of contemporary issues affecting individuals with disabilities, developing the skills to critically evaluate evidence and make informed instructional and professional decisions.
Credits: 4

Course Descriptions

SPED 689 Full-time Student Teaching

Full-time clinical experience in either an elementary, middle, or high school special education setting. Supervised work experience with professional level responsibilities in public school or related setting, under the direction of a cooperating teacher and WOU supervisor. The teacher candidate assumes responsibility for the learning activities of children with disabilities and will complete edTPA (if applicable) during this term.
Credits: 4

SPED 699 Topic Seminar in Special Education

This graduate-level Topic Seminar is a flexible, variable-credit course within the Special Education Program designed to support and extend candidates' learning experiences across a range of focus areas aligned to professional goals, licensure requirements, and school or district contexts. Seminar topics may vary by term to respond to emerging needs and evolving PK-12 special educational priorities. The course provides candidates with authentic, real-world perspectives and opportunities to apply special education theory to practice through problem-based learning, professional dialogue, and application-based tasks. May be repeated three times
Credits: 1-4

SSC 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-15

SSC 201 Introduction to Gender Studies

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.
Credits: 3

SSC 401 Research

Terms and hours to be arranged.
Credits: 3-6

SSC 403 Field Study

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Not intended as practicum for teaching majors.
Credits: 1-9

SSC 404 International Experience Capstone

Working closely with an International Studies advisor, the student plans an international internship equivalent to 20 hours per week during 10 weeks, or a study abroad term of at least 8 weeks, or field research abroad. A mid-term progress report and an end-term final report are required.
Credits: 2
Prerequisite: *International Studies major, junior standing or above*

SSC 405 Capstone

The SSC 405 Capstone will require students, in consultation with their faculty advisor, to create a portfolio that demonstrates knowledge of concepts, insights and practical workplace skills in their social science area of study, summarizes and reflects on their learning experience, and requires them to prepare materials for graduate school or employment applications.
Credits: 1-4
Prerequisite: *Senior standing, major in a social science discipline*

SSC 406 Special Individual Studies

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-15

SSC 407 Seminar

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-9

SSC 408 Workshop

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-15

SSC 409 Practicum

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 3-12

SSC 490 Senior Social Science Seminar I

Designed to enable the integration of diverse social science and other disciplinary theories and methodologies into the study of contemporary concerns including but not limited to, issues such as urban issues, environmental conflict and social justice.
Credits: 3

SSC 491 Senior Social Science Seminar II

Integration of diverse social science and other disciplinary theories and methodologies into the study of a contemporary concern, such as urban issues, environmental conflict, social justice or other areas of social conflict.
Credits: 3

SSC 507 Seminar

Terms and hours to be arranged.
May be repeated for up to 12 credits.
Credits: 1-9

STAT 243Z Elementary Statistics I

A first course in statistics focusing on the interpretation and communication of statistical concepts. Introduces exploratory data analysis, descriptive statistics, sampling methods and distributions, point and interval estimates, hypothesis tests for means and proportions, and elements of probability and correlation. Technology will be used when appropriate.
Credits: 4
Prerequisite: MTH 095 with a grade of C- or better, or MTH 101 with a grade of C- or better, or MTH 105Z with a grade of C- or better, or

Course Descriptions

MTH 110 with a grade of C- or better, MTH 111Z with a grade of C- or better, MTH 231 with a grade of C- or better, MTH 251Z with a grade of C- or better, or satisfactory score on WOU's placement exam
General Education: *Foundational Skills: Mathematics*

ICS 100 Academic Success

Designed for students who are on academic warning and probation. Students will learn strategies that will help them be successful as a student. Course concentrates on time management skills, study skills, procrastination, test-taking skills and managing test anxiety.
Credits: 2

ICS 107 Learning Seminar

A mandatory course for students academically suspended from the university. Designed to help students in academic difficulty identify reasons for that difficulty, learn appropriate study techniques and become successful students. Focuses on academic skill-building, including goal-setting, time management and wise academic choices.
Credits: 1

ICS 110 International First Year Experience

Helps international students who are new to WOU learn to manage their educational experience as well as help them identify resources on campus. Addresses the challenges of assimilation into American university life including declaring majors, understanding major requirements, choosing appropriate courses, being aware of campus resources, understanding general skill requirements needed for comprehending lectures and assignments, identifying their language strengths, acquiring study skills, understanding the student code of responsibility and using and citing sources correctly.
Credits: 2

ICS 112 Career Exploration

Students learn how personality, interests, strengths and values relate to career options. Helps them gain skills for a proactive approach to career development that includes interacting with professionals and participating in career events. Students learn to build pathways to help them reach their career goals.
Credits: 2

ICS 113 Finding and Preparing for Internship

Students gain the fundamental tools to find and obtain an internship, including a better understanding of their interests, values and goals. Topics include internship search strategies, resumes, cover letters and interviewing. Guest speakers provide the perspective of employers.
Credits: 2

ICS 118 SEP: Summer Bridge Seminar - Returners

This is for returners to Summer Bridge Peer Advisors that have taken ICS 117 previously. This course will cover student development theory, event planning, first-year guidance, and the practical applications of these during Summer Bridge week.
Credits: 2

ICS 122 SEP: First Year Experience I

This is part of a 3-term sequence that guides first-year students at WOU through study skills, transitional issues, major/career planning, financial literacy, and research techniques.
Credits: 2

ICS 123 SEP: First Year Experience 2

This is part of a 3-term sequence that guides first-year students at WOU through study skills, transitional issues, major/career planning, financial literacy, and research techniques.
Credits: 2

ICS 124 SEP: First Year Experience 3

This is part of a 3-term sequence that guides first-year students at WOU through study skills, transitional issues, major/career planning, financial literacy, and research techniques.
Credits: 2

ICS 125 Career Readiness

This course is designed to provide students with the fundamental tools to find and secure a job. Topics will include job search strategies, resume and cover letter writing, interview skills, and how to network like a pro. Face-to-face engagement with recruiters will provide additional insight into these topics from the perspective of employers. Reflection on students' interests, values, and goals will also be integrated into the course.
May be repeated twice for credit.
Credits: 2

SUST 101 Sustainable World

Introduces basic themes in sustainability including economic development, social inclusion, and environmental change. Interactions and dynamics of the world economy, the global society, and the Earth's environment are explored. Various historical, current and emerging challenges facing humanity may be explored in a sustainability context, including but not limited to globalization; social and environmental equity and justice; climate change and other planetary boundaries; the dynamics of global capitalism, economic growth, and crises; growth and steady state economics; the rise of automation and the meaning of work; science, truth and society; and how various state and regional political-economic systems are associated with sustainability outcomes.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

SUST 199 Special Studies

Individualized course. Students arrange terms and credits for pursuit of special interests, which may be related to content or to experience, e.g., study abroad, National Student Exchange,

short-term projects, or specialized trainings.
May be repeated for up to 12 credits.
Credits: 1-4

SUST 201 Nature & Society

Human societies are inherently dependent on the natural environment. At the same time, nature is subject to change from human action. This course focuses on processes of the earth-atmosphere system and also explores the complex web of interactions between nature and humans. This course meets for four hours per week following an integrated lecture-lab format with 40% of the scheduled class time dedicated to experiential lab-oriented exercises.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

SUST 221 Data Analysis

A key question in the field of sustainability is what kinds of data should be used to determine whether actions and policies are effectively contributing to a more sustainable world or not. This course is a critical examination of methods and indicators for answering this question, including comparison and analysis of different designs and approaches, underlying values, and sources of data.
Credits: 4
General Education: *Foundational Skills: Critical Thinking*

SUST 299 Special Studies

Individualized course. Students arrange terms and credits for pursuit of special interests, which may be related to content or to experience, e.g., study abroad, National Student Exchange, short-term projects, or specialized trainings.
May be repeated for up to 12 credits.
Credits: 1-4

SUST 313 The Pacific Northwest

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.
Credits: 4

SUST 314 Mutual Aid

Mutual aid - the practice of collectively caring for one another - has been fundamental to sustaining communities, but is largely practiced outside of formal institutions and, as a principle, is at odds with competitive and individualistic values cultivated in many modern political and economic systems. This course is a critical examination of mutual aid as a principle and as a historical and contemporary practice in the making of a more sustainable world.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

SUST 316 Urban Sustainability

Cities present both challenges and opportunities for sustainability. Most importantly, a majority of the world's population lives in urban areas. Any movement towards a more sustainable world needs to address the role that cities and urban environments play in mediating the human relationship with nature. This course is a critical examination of cities and sustainability.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 321 Field Geography

Methods for collecting and analyzing data. Several field trips provide students the opportunity to collect data in the field. Emphasis on physical or human topics and specific methods will depend upon instructor.
Credits: 4
General Education: *Exploring Knowledge: Scientific Perspectives*

SUST 330 Sustainability and Social Justice

Social injustice is widely acknowledged to be a critical barrier to sustainability. Initiatives to promote a more sustainable environment and economy that only work for some people and places, while excluding others, are unlikely to succeed. This course is a critical examination of the role that social justice needs to play in making a more sustainable world.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

SUST 331 Environmental Justice

Introduction to environmental justice as a concept, a social and political movement, and a topic of analysis focused on the uneven social and geographic distribution of environmental harms, such as air pollution and toxic waste, and benefits, such as green space and tree cover.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 340 Sustainability & Capitalism

"Is capitalism sustainable?" is a fundamental question for both the theory and practice of sustainability. This course is a critical examination of how to ask and answer this question, both conceptually and in practice.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 370 Energy, Environment and Society

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.
Credits: 4

SUST 380 Environmental Conservation

Introduction to environmental conservation, the reasoned use of the natural environment so that its utilization does not impair the environment's capacity for renewal and

continued evolution. Focuses on contemporary global and regional issues such as greenhouse warming and deforestation.
Credits: 4
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

SUST 385 Nature in the American West

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.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 389 Land Systems and Sustainability

Anthropogenic land uses over the past few decades have contributed to a substantial transformation of the earth's lithospheric surface. Thus, sustainable land management measures and initiatives are necessary for ensuring socio-economic aspirations are balanced with ecological objectives. This course, from interdisciplinary perspectives, will use a combination of theories and frameworks from natural science, social science, and humanities to understand the complex feedbacks resulting from past and recent interactions between anthropogenic land uses and natural systems.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 390 Global Climate Change

Analysis and reflection on climate change historically and, in particular, on the current period of human-induced global warming. In addition to physical processes, students will learn about economic and cultural impacts of human induced climatic instability, and the challenge of sustainability in a changed world.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 391 Biogeography

Historical and ecological perspectives in analyzing plant and animal distributions. Topics include: speciation, extinction, dispersal, biodiversity and human impacts or biotic distributions.
Credits: 4
General Education: *Integrating Knowledge: Science, Technology, and Society*

SUST 393 Soils and Sustainability

Soils are the foundation of terrestrial life. Their geographic distribution, classification and genesis will be studied in detail. Soil characteristics will be examined in both the classroom and field. Historic and current challenges will be explored regarding food production and sustainable agriculture.
Credits: 4

SUST 399 Special Studies

Individualized course. Students arrange terms and credits for pursuit of special interests, which may be related to content or to experience, e.g., study abroad, National Student Exchange, short-term projects, or specialized trainings.
May be repeated for up to 12 credits.
Credits: 1-4

SUST 401 Field Experience

Individualized credits for practical experience in sustainability, including, but not limited to, internships, practica, service learning, community organizing, and political campaigning. Terms and hours by arrangement.
Credits: 1-8

SUST 402 Independent Project

Individualized credits for work on sustainability projects initiated and designed by the student, including, but not limited to, academic research, literary and artistic expression, political campaigns, and community organizing. Terms and hours by arrangement.
Credits: 1-8

SUST 412 Selected Topics

Advanced analysis of selected topics in sustainability.
Credits: 4

SUST 495 Senior Seminar

This course is an opportunity for students in the Sustainability program to engage in structured reflection on and summation of their studies.
Credits: 4
Prerequisite: *SUST 101 and SUST 201 or consent of instructor*

TA 110 Introduction to the Theatre Arts

An introductory study of the theatre arts including theatre history, play analysis and production.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 112 Introduction to Film

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.
Credits: 3
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 115 Introduction to Scenic Arts

Lecture, reading, discussion and projects in the basic principles of scenecraft, the process of creating environments in which theatrical performances occur.
Credits: 4

Course Descriptions

TA 165 Production Dynamics

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.
Credits: 2

TA 166 Text Analysis

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.
Credits: 3

TA 167 Play Reading

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.
Credits: 3

TA 199 Special Studies

Terms and hours to be arranged.
May be repeated for up to 16 credits.
Credits: 1-3

TA 205 Stage Speech I

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.
Credits: 2

TA 220 Production Participation

Production participation for theatre majors and minors.
May be repeated for credit.
Pass-No Credit (P/NC) grading only.
Credits: 0

TA 221 Directing Practicum

This course offers students the opportunity to participate in guided, hands-on experiences associated with the directing process from script selection to closing.
Pass-No Credit (P/NC) grading only.
Credits: 0
Prerequisite: *Consent of instructor*

TA 222 Foundations Workshops

This class is designed to offer students experience with contemporary topics and best practices in an art form that is constantly going through change in terms of delivery, process and philosophy. These workshops will provide experiences from a diverse array of presenters with the goal of keeping students on the front lines of educational theatre.
Pass-No Credit (P/NC) grading only.
Credits: 0
Prerequisite: *Consent of instructor*

TA 225 Theatre Education Seminar

In this course, students will meet to discuss contemporary topics related to middle and high school theatre education. This will include a series of rotating topics related to pedagogy, classroom management, best practices, current issues, and more. In addition, classroom observation assignments and production participation assignments will be administered via this class.
May be repeated nine times for credit.
Pass-No Credit (P/NC) grading only.
Credits: 0
Prerequisite: *Acceptance into the BFA in Theatre Education program.*

TA 234 Stage Management

Basic principles and procedures of stage management. This course is strongly suggested for all students desiring to stage manage departmental productions.
Credits: 3

TA 241 Tech Theatre Topics

Lecture, reading and discussion in specialized areas of theatre technology with suitable opportunity for practical application. Topics vary by term.
May be repeated three times for credit.
Credits: 2

TA 242 Design Aesthetics

Lecture, reading and discussion in the basic principles of theatrical design with suitable opportunity for practical application. Topics include abstraction, simplification and genre.
Credits: 2

TA 244 Technical Theatre: Scenecraft

Lecture, demonstration and studio practice in the basic principles and process of theatrical scenecraft. Three hours of lecture and one two-hour laboratory period per week.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 245 Technical Theatre: Lighting & Sound

Lecture, reading and discussion in the basic principles and process of theatrical lighting & sound, with suitable opportunity for practical application.
Credits: 3

TA 246 Technical Theatre: Costuming

Lecture, reading and discussion in the basic principles and process of theatrical costuming and design with suitable opportunity for practical application.
Three hourse of lecture and one two-hour labratory period per week.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 251 Acting I

For non-majors and non-performance theatre majors. Exploration of the modern acting technique with a

concentration of the basic elements of acting.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 253 Production Workshop

Provides students with lower division credit for participating in acting or technical work for the theatre program. May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 255 Movement I

Introduction to the principles of movement for the stage with a focus on developing dexterity, strength and coordination.
Credits: 2
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 260 Basic Movement and Voice Development

Students will study the cultural and social circumstances that have shaped the use of their own voices and analyze how those cultural and societal influences manifest through self expression. They will explore and apply recognized vocal/movement/integration techniques and methods commonly utilized in theater and performance art training in creative ways to enhance their ability to express themselves fully and with complete presence.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 261 Movement II

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.
Credits: 2
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 264 Directing I

Introduction to dramatic theories and techniques and their application to play direction.
Credits: 4

TA 265 Beginning Acting

A rigorous study of modern acting technique that explores the basic tools of the actor and introduces the fundamentals of the Stanislavsky system.
Credits: 4

TA 271 Acting II

An in-depth application of theories learned in TA 265 and explored through rigorous scene and monologue work.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 290 Voice I

Introduction to the principles of Fitzmaurice Voicework with an emphasis on destructuring the breathing process.
Credits: 2

TA 305 Stage Speech II: Dialects

Students apply theories learned in TA 205 to mastering European and American stage dialects.
Credits: 2
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 308 History of Fashion

A course in the development of fashion from earliest times to the present with an emphasis on Western world culture.
Credits: 4
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

TA 315 Musical Theatre Studio I

An introduction to musical theatre performance with emphasis on musical theatre acting techniques, score-reading and text analysis.
Credits: 4

TA 320 Dramaturgy

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.
Credits: 3

TA 321 Performance Art

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.
Credits: 3

TA 328 Stage Combat Studio

History and practical application of stage combat as regulated by the Society of American Fight Directors (SAFD). The focus is threefold: foremost is safety, followed by technical proficiency and emotional investment in the acting of stage violence. Each term course will focus on one of the weapon styles recognized by the SAFD.
May be repeated for credit.
Credits: 2

TA 330 Script Writing

Concentrates on the basic skills of writing scripts for the theatre: plotting, character development, form and structure.
May be repeated three times for credit.
Credits: 4

TA 336 Stage Properties

Principles and techniques of stage properties design and production. Includes script analysis, construction techniques and organizational strategies.
Credits: 4

TA 338 History of Architecture and Decor

A study of architecture, furniture and decorative arts from early Greek to

modern, focusing on the eras that most commonly influence theatrical production styles.
Credits: 4

TA 343 Costume Design

Basic principles and studio practice in costume design.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 344 Costume Crafts

Concentrates on special materials and techniques used in the costume shop, including mold-making/casting, thermoplastics, dyes, paints and printing.
Credits: 4

TA 345 Scenic Painting I

Basic principles and studio practice in scene painting.
Credits: 3

TA 346 Scenic Design

Basic principles and studio practice in scene design.
Credits: 4

TA 348 Lighting Design

Basic principles and studio practice in lighting design.
Credits: 4

TA 349 Design Studio

Advanced studio course dealing with design analysis, composition and drawing/rendering techniques.
May be repeated three times for credit.
Credits: 3
Prerequisite: *TA 346 or consent of instructor*

TA 351 Voice II

Continues the exploration of Fitzmaurice Voicework with an emphasis on restructuring the breathing process and connecting the voice work to the text.
Credits: 2

TA 352 Technical Theatre: Makeup

Basic principles and processes of theatrical makeup, including demonstrations and daily practice. The student will realize characters based on the analysis and research of theatrical works.
Credits: 4
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

TA 353 Advanced Production Workshop

Provides students with upper division credit for participating in acting or technical work for the theatre program.
May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 354 Production Design I

Scenic, lighting, costume or sound design for main stage or studio theatre productions.
May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 355 Production Management I

Stage management, shop supervision or other leadership roles in theatre production.
May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 357 Production Performance

Performance in main stage or studio theatre productions.
May be repeated for credit.
Credits: 1-4
Prerequisite: *Consent of instructor*

TA 358 Production Direction

Students work as director, assistant director, choreographer or dramaturgy for main stage or studio theatre productions.
May be repeated for credit.
Credits: 1-4
Prerequisite: *Consent of instructor*

TA 359 Production Fabrication

Scenery, costume or properties construction and scenic painting for main stage or studio theatre productions.
May be repeated for credit.
Credits: 1-4
Prerequisite: *Consent of instructor*

TA 360 Contemporary Audition

Involves the practical study and application of developing modern audition techniques and career development for the stage.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 368 Masks

Intermediate movement dynamics are explored through intensive character mask work in a conservatory/lab setting.
Credits: 2
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 370 Acting For The Camera

By performing and viewing work on camera every day, students will learn how to temper their acting from the broadness required for the theatre to the intimacy of the camera. Audition techniques, acting in commercials, acting in film and acting in television will be covered.
Credits: 4

TA 371 Acting Meisner I

Intermediate exploration of modern acting with a focus on the theories of Sanford Meisner Technique.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

Course Descriptions

TA 381 Theatre History I

An integrated examination of the history, literature, theory and criticism of the theatre from the Greeks through the Renaissance.
Credits: 4

TA 382 Theatre History II

An integrated examination of the history, literature, theory and criticism from the Restoration to the beginning of the 20th century.
Credits: 4

TA 383 Theatre History III

An integrated examination of the history, literature, theory and criticism of the theatre from the beginning of the 20th century to the present.
Credits: 4

TA 386 International Theatre

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.
Credits: 3

TA 394 Acting Meisner II

A continuation of Sanford Meisner's work with a focus on achieving emotional freedom on stage.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 395 Special Studies: Plays in Performance

The study of plays through performance; viewing, analyzing, critically assessing. Students attend four professional performances per year and complete associated written work assigned by faculty adviser. May be repeated for credit.
Credits: 1
Prerequisite: *B.F.A. students only*

TA 399 Special Studies

Terms and hours to be arranged. May be repeated for up to 16 credits.
Credits: 1-3

TA 405 Acting Shakespeare

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.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 407 Seminar

Terms and hours to be arranged. May be repeated for up to 16 credits.
Credits: 1-15

TA 408 Workshop

Terms and hours to be arranged. May be repeated for up to 16 credits.
Credits: 1-15

TA 409 Practicum

Terms and hours to be arranged. May be repeated for up to 16 credits.
Credits: 1-15

TA 410 Acting for the Camera II

Continuation of the work done in TA 370. Students will continue to develop technique and competency required for acting in commercials, film and television, with a focus on selected styles and approaches.
Credits: 3
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 412 Portfolio Review

Portfolio and resume refinement, interview skills for technical theatre and a survey of the job market.
Credits: 2
Prerequisite: *Consent of instructor*

TA 420 Acting: Scene Study

Intermediate acting technique with emphasis on advanced approaches to the text/script. Various aspects of professional/career development. Prerequisite: Acceptance to the BFA Acting Training Program or consent of instructors.
Credits: 1
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 427 Contemporary Theatre

A study of significant developments in contemporary theatre with emphasis on the influence of film and television. Selected plays and playwrights, chosen from the late 20th and early 21st centuries, will be studied in relationship to societal trends and popular media.
Credits: 3

TA 432 Acting Styles I: Modernism

Intensive study of the skills required when acting various modern acting styles and traditions. Explores world views of the plays and performance traditions.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 433 Acting Styles II: Restoration/Manners

Intensive study of the skills required when acting various classical acting styles tradition. Explores world views of the plays and performance traditions.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 434 Advanced Scenecraft

Advanced work in scenic techniques and processes.
Credits: 3
Prerequisite: *TA 244 or consent of instructor*

TA 436 Advanced Costume Techniques

Advanced work in the area of costuming.

Course Descriptions

Credits: 3
Prerequisite: *TA 246 or consent of instructor*

TA 437 Acting Shakespeare II

Advanced techniques of acting Shakespeare and approaching heightened language and verse.
Credits: 4
Prerequisite: TA 251 or TA 265 or consent of the instructor

TA 440 Theatre Management

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.
Credits: 3

TA 443 Advanced Costume Design

Advanced principles and studio practices in costume design.
Credits: 4

TA 445 Scenic Painting II

Advanced principles and studio practice in scenic painting.
Credits: 3
Prerequisite: *TA 345 or consent of instructor*

TA 446 Advanced Scene Design: CAD

Advanced principles and studio practice in scenic design, using computers for drafting and painting.
Credits: 3
Prerequisite: *TA 346 or consent of instructor*

TA 447 Digital Imagery for Theatre

Advanced studio class dealing with the creation, manipulation and use of digital images in theatre production.
Credits: 4

TA 448 Advanced Lighting Design

Continued study and practice of lighting design.
Credits: 4
Prerequisite: *TA 348 or consent of instructor*

TA 453 Capstone Experience

Each graduating senior in Theatre will complete a final capstone experience on a selected topic in the field of Theatre. Students are responsible for the creation of the final project, the preparation of any materials, and the final presentation.
Credits: 3

TA 454 Production Design II

Advanced scenic, lighting, costume or sound design for main stage or studio theatre productions.
May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 455 Production Management II

Advanced stage management, shop supervision or other leadership roles in theatre production.
May be repeated for credit.
Credits: 1-3
Prerequisite: *Consent of instructor*

TA 457 Directing II

Study of the practical processes of directing by which plays are produced in the theatre.
Credits: 3
Prerequisite: *TA 264 or consent of instructor*

TA 534 Advanced Scenecraft

Advanced work in scenic techniques and processes.
Credits: 3
Prerequisite: *TA 244 or consent of instructor*

TA 536 Advanced Costume Techniques

Advanced work in the area of costuming.
Credits: 3
Prerequisite: *TA 246 or consent of instructor*

TA 557 Directing II

Study of the practical processes of directing by which plays are produced in the theatre.
Credits: 3
Prerequisite: *TA 264 or consent of instructor*

WR 121Z Composition I

WR 121Z engages students in the study and practice of critical thinking, reading, and writing. The course focuses on analyzing and composing across varied rhetorical situations and in multiple genres. Students will apply key rhetorical concepts flexibly and collaboratively throughout their writing and inquiry processes.
Credits: 4
General Education: *Foundational Skills: Writing*

WR 122Z Composition II

WR 122Z builds on concepts and processes emphasized in WR 121Z, engaging with inquiry, research, and argumentation in support of students' development as writers. The course focuses on composing and revising in research-based genres through the intentional use of rhetorical strategies. Students will find, evaluate, and interpret complex material, including lived experience; use this to frame and pursue their own research questions; and integrate material purposefully into their own compositions.
Credits: 4
Prerequisite: *WR 121Z with a grade of C- or better or demonstrated competency*
General Education: *Foundational Skills: Writing*

WR 222 Writing for the Sciences

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.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 223 Research and Composition

Combines instruction in research skills with the production of essays utilizing research, including traditional library research, documentation styles and forms of researched writing.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 227Z Technical Writing

WR 227Z introduces students to producing instructive, informative, and persuasive technical/professional documents aimed at well-defined and achievable outcomes. The course focuses on presenting information using rhetorically appropriate style, design, vocabulary, structure, and visuals. Students can expect to gather, read, and analyze information and to learn a variety of strategies for producing accessible, usable, reader-centered deliverable documents that are clear, concise, and ethical.
Credits: 4
Prerequisite: WR 121Z with a grade of C- or better, or WR 122Z with a grade of C- or better and instructor permission

WR 230 Introduction to Writing Studies

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.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 260 Creative Writing Fiction

A beginning course in the writing of fiction. Introduces craft, workshop vocabulary, strategies for revision, and the habit of reading like a writer.
Credits: 4
Prerequisite: *WR 122Z*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

WR 300 Writing in the Workplace

Instruction and practice in professional workplace writing, with emphasis on genre, audience and collaboration.
Credits: 4
Prerequisite: *Completed General Education writing requirement*
General Education: *Exploring Knowledge: Social, Historic, and Civic Perspectives*

WR 301 Integrating Writing and Design

Instruction and practice designing professional writing documents.
Credits: 4
Prerequisite: *Completed General Education writing requirement*
General Education: *Exploring Knowledge: Literary and Aesthetic Perspectives*

WR 302 Editing and Style for Writers

Introduction to fundamental concepts of sentence structure, conventions and usage to help writers create clear, effective, correct and well-crafted sentences, appropriate for a particular genre. Instruction will involve study of mentor texts/sentences and application to students' writing. For both creative and professional writers.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 303 Topics in Public and Professional Writing

Courses, seminars or workshops in specialized topics relating to business, technical and professional writing. May be repeated three times for credit, if content is different.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 304 Grant and Proposal Writing

This class introduces students to proposal writing, with an emphasis on writing for grant opportunities.
Credits: 4
Prerequisite: *Completed General Education writing requirement*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

WR 360 Fiction Workshop

First course in fiction writing, emphasizing technique and critical appreciation of fiction writing. Workshop.
Repeatable once for credit.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 361 Poetry Workshop

First course in poetry writing, emphasizing technique and critical appreciation of poetry writing. Workshop.
Repeatable once for credit.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 363 Creative Nonfiction Workshop

First course in creative nonfiction writing, emphasizing technique and critical appreciation of genre. Workshop.
Repeatable once for credit.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 364 Topics in Creative Writing

First course in techniques of creative

Course Descriptions

writing in areas other than fiction or poetry. Specific focus will be identified each time course is offered.
Workshop.
May be repeated once for credit if content is different.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 395 Professional Concerns

A survey of professional practices in English: career and/or graduate school preparation, interpersonal conventions, and portfolio development. Capstone experience includes written materials specific to career and/or graduate studies pathways.
Credits: 4
Prerequisite: Completed General Education writing requirement

WR 398 Credit for Prior Learning Portfolio Development Workshop

Provides personalized guidance in the development of a professional portfolio that demonstrates how prior learning experiences resulted in college-level learning.
Credits: 4
Prerequisite: Consent of instructor.

WR 399 Special Studies

May be repeated for up to 8 credits, if content is different.
Credits: 4-8

WR 400 Diversity and Inclusion in Professional Writing

In this course, students learn to write for audiences from different cultures and to collaborate with writers with various cultural backgrounds. They also learn about historical examples of disenfranchisement in the United States and perform research to find strategies for improving situations of discrimination in professional fields of their choice.
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 401 Writing Across Media

Experience with principles of media theory and media genre conventions that affect the display of digital writing.
Credits: 4
Prerequisite: *Completed General Education Writing Foundation requirement*

General Education: *Integrating Knowledge: Science, Technology, and Society*

WR 402 Professional Editing

Instruction and experience in editing technical and professional documents, including both print and online publications. Covers types of editing, the production process and issues in editing.
Credits: 4
Prerequisite: Completed General Education Writing Requirement

WR 406 Special Individual Studies

Terms and hours to be arranged.
Individual or special studies in a limited area of interest under the guidance of a designated faculty member.
May be repeated for up to 15 credits, if content is different.
Credits: 1-15
Prerequisite: *Consent of instructor*

WR 409 Internship

Terms and hours to be arranged.
May be repeated for up to 8 credits, if content is different.
Credits: 1-8

WR 412 Writing Center Internship

Theoretical and practical foundation in the tutoring of writing, the writing process itself, and professional service. Experiential work hours contracted for each student in the Writing Center.
May be repeated for up to 6 credits.
Credits: 1-6
Prerequisite: *Consent of instructor*
General Education: *Integrating Knowledge: Citizenship, Social Responsibility, and Global Awareness*

WR 440 Writing Theory and Pedagogy

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).
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 460 Advanced Fiction Workshop

Advanced study of fiction-writing techniques. Workshop.
May be repeated once for credit.
Credits: 4
Prerequisite: *WR 360 or consent of instructor*

WR 461 Advanced Poetry Workshop

Advanced study of poetry writing technique. Workshop.
May be repeated once for credit.
Credits: 4
Prerequisite: *WR 361 or consent of instructor*

WR 463 Advanced Creative Nonfiction Workshop

Advanced study of creative nonfiction techniques and writing for publication. Workshop.
May be repeated once for credit.
Credits: 4
Prerequisite: *WR 363 or consent of instructor*

WR 464 Writing for Publication

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.
Credits: 4

Course Descriptions

Prerequisite: *WR 360, WR 361, WR 363 or WR 364 or consent of instructor*

WR 496 Special Topics in Writing

An exploration of selected writing topics, as identified in each year's schedule of classes.
May be repeated once for credit, if content is different.
Credits: 4
Prerequisite: *One upper division writing course or consent of instructor*

WR 530 Teachers as Writers

A graduate writing course for licensed in-service teachers to refine their writing practice, voice, and style.
Credits: 4

WR 540 Writing Theory and Pedagogy

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).
Credits: 4
Prerequisite: *Completed General Education writing requirement*

WR 596 Special Topics in Writing

An exploration of selected writing topics, as identified in each year's schedule of classes.
May be repeated once for credit, if content is different.
Credits: 4

WR 600 Writing Portfolio Capstone

The capstone course in the Graduate Certificate in Writing Theory and Practice for In-Service Teachers, leading students through the creation of a digital portfolio demonstrating their achievement of the program learning outcomes.
Pass-No Credit (P/NC) grading only.
Credits: 2

WR 606 Special Individual Studies

Individual or special writing instruction in a specific form of writing under the guidance of a designated faculty member.
May be repeated for up to 6 credits, if content is different.
Credits: 1-6

WR 630 Professional Writing and Research

This course will familiarize students with professional writing and research, and will help them cultivate professional writing and design skills with projects tailored to their personal and professional goals. Students in the course will examine professional standards in students' career and/or academic fields and consider how those standards affect writing and research.
Credits: 3

WR 642 Writing Across the Curriculum

Introduces students to the theories and techniques in teaching writing and teaching via writing, relevant to content knowledge courses.
Credits: 3

About WOU

Welcome

Western Oregon University's student body of 3,504 undergraduates and 470 graduates enjoys a vibrant and close-knit intellectual community. As a public-serving institution dedicated to strengthening our region and Oregon, WOU is home to the nationally renowned The Research Institute, the Research and Resource Center with Deaf* communities and the Rainbow Dance Theatre.

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

Campus Locations

Western Oregon University
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-8000
A public, mid-sized comprehensive university, WOU is committed to changing lives, strengthening communities and transforming our world. Located in Monmouth, the heart of Oregon's lush Willamette Valley, WOU's main campus is about 20 minutes from Salem, the state's capitol and about 75 minutes from Portland, the state's cultural hub.

WOU:Salem
525 Trade St. SE
Salem, OR 97301
wou.edu/salem/
(503) 838-9740
WOU:Salem is located in South Salem, 10 minutes from Oregon's state capitol and 25 minutes from the Monmouth campus. As a predominant graduate center for Western Oregon University our Salem extension center offers the following graduate programs: Occupational Therapy Doctorate (OTD), the Organizational Leadership, M.A. and the Rehabilitation Counseling, M.S.

WOU's Structure

WOU Board of Trustees

Jerry Ambris

Salem, June 30, 2027

Kari Nelsestuen

Portland, June 30, 2026

Gayle Evans

Portland, June 30, 2026

Angela Fasana

Willamina, June 30, 2026

Jesse Peters

WOU President

Paige Jackson

WOU Staff, June 30, 2026

Juan Larios

Woodburn, June 30, 2028

Kate Schwarzler

Independence, June 30, 2026

Leah Mitchell

Salem, June 30, 2026

Rey Perez	**Dana Schowalter**	**Jim Wu**
Salem, June 30, 2028	WOU Faculty, June 30, 2026	Salem, June 30, 2026

President

Jesse Peters (2022)
B.A. 1992, Emory University
M.A. 1994, Ph.D. 1999, University of New Mexico

President's Senior Leadership Council

Craig Ashford (2025)
General Counsel
B.A. 2005, Brigham Young University
J.D. 2011, University of Oregon

Maureen Brakke (2023)
Executive Director, Marketing and Communications
B.A., Arizona State University
M.P.A. DePaul University

TBA
Vice President, Student Affairs

Randi Lydum (2012)
Executive Director of Intercollegiate Athletics
B.S. 1990, M.S. Ed 1993, Western Oregon State College

Evan Sorce (2023)
Executive Director of Government Relations & Secretary to the Board of Trustees
B.S. 2010, Western Oregon University
M.P.P. 2012, Oregon State University

Katie Wojke (2023)
Vice President, Advancement and University Relations
B.A. 2001, Washington State University
E.M.N.L.P. 2005, Seattle University

Kwabena Boakye (2025)
Vice President, Finance & Administration
B.S. 2001, California State University, Northridge
M.S. 2008, California State University, Sacramento

TBA
Provost and Vice President, Academic Affairs

Desiree Noah (2023)
Executive Director, Human Resources
B.F.A. 2002, La Sierra University
M.B.A. 2010, La Sierra University

Dominique Vargas (2022)
Executive Director, Diversity, Equity & Inclusion
B.S. 2005, M.Ed. 2018 Sul Ross State University
M.A. 2007, University of Southern California

Cameron Mortensen (2023)
Senior Executive Assistant to the President

Deans and Associate Provosts

Chelle Batchelor (2019)
Dean, Library and Academic Innovation
A.A. 1994, Chemeketa Community College
B.A. 1997, University of Oregon
M.L.I.S. 2005, University of Washington

Pending; not yet determined at time of publication
Dean, College of Education

Melissa Larson (2008)
Associate vice president for Student Affairs; Dean of Students
B.S. 1997, Western Oregon University

Judy Silva (2022)
Associate provost, Academic Effectiveness
B.A. 1992, University of California Irvine
Ph.D. 1999, University of California Riverside

Randi Storch (2025)
Dean, College of Liberal Arts and Sciences
B.A. 1991, University of Florida
M.A. 1992, Ph.D. 1998, University of Illinois, Champaign-Urbana

Administrative Directors

Craig Ashford (2025), general counsel, B.A. 2005, Brigham Young University, J.D. 2011, University of Oregon

Maureen Brakke (2023), executive director, Marketing and Communications, B.A., Arizona State University, M.P.A. DePaul University

Joy Brown (2025), director, Admissions, B.A. 2016, M.A. 2019, Pepperdine University

Jane Cameron (2007), director, Campus Dining

Rebecca Chiles (2014), assistant vice president for Safety and Operations. A.A. 1992, Bossier Parish College; B.A. 1995, University of Arkansas

TBA, director, Center for Career Pathways

Amy Clark (2015), registrar. B.A. 2002, Oregon State University

Kella Helyer (2015), director, Financial Aid. B.S. 1990, Oregon State University

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

Paige Jackson (2022), assistant provost, Enrollment Management & Student Services, B.A. 2010, Willamette University; M.A. 2013, University of Michigan

Melanie Landon Hays (2013), director, General Education and Student Transitions, professor, Literacy; B.A. 1996, Brigham Young University; M.E. 2005, Idaho State University; Ph.D. 2012, Utah State University

Malissa Larson (2008), associate vice president for Student Affairs and Dean of Students, Student Affairs. B.S. 1997, M.S. 2005, Western Oregon University

Shadron Lehman (2019), controller, Accounting and Business Services, B.S. 2001, Western Oregon University

Tom Litterer (2023), director, University Computing Solutions, B.S. Computing Engineering, Valparaiso University; M.B.A., Portland State University

TBA (2013), treasurer, Finance and Administration.

Camarie Moreno (2017), director, Budget and Planning. B.S. 2015, Western Oregon University, M.B.A. 2021, Oregon State University

Cameron Mortensen (2023), senior executive assistant to the president

Desiree Noah (2023), executive director of Human Resources, B.F.A. 2002, M.B.A. 2010 La Sierra University

Daniel Rockwell (2024), director, Center for Teaching and Learning, B.S. 2004, Southern Oregon University, M.S. 2007, Oregon State University, Ph.D. 2011, Oregon State University

Shondra Russell (1999), director, Upward Bound. B.S. 1998, University of Utah; M.Ed. 2003, Oregon State University

Chris Solario (2003), director, Student Enrichment Program (Trio-SSS)

Evan Sorce (2023), Executive Director of Government Relations & Secretary to the Board of Trustees, B.S. 2010 Western Oregon University, M.P.P. 2012, Oregon State University

Dominique Vargas (2022), executive director, Diversity, Equity, and Inclusion, B.S. 2005, M.Ed. 2018 Sul Ross State University, M.A. 2007, University of Southern California

Denise Visuaño (1999), director, Publications and Creative Services. B.A. 1999, Western Oregon University; M.S.Ed. 2017, Western Oregon University

Beverly West (2016), director of Academic Affairs. B.A. 2005, Holy Names University; J.D. 2008, University of California College of the Law SF

Athletic Directors and Head Coaches

Alexa Amundson (2022), assistant athletic director of business operations. B.S. 2020, Western Oregon University

Alyssa Asay (2017), head athletic trainer (volleyball, women's basketball, baseball). B.S. 2012 Oregon State University; M.S. Montana State University

Michael Behonick (2023), head men's soccer coach. B.A. 2003, American University

Kacey Bingham (2018), head women's soccer coach. B.S. 2006, Arizona State University

Aly Boytz (2022), head softball coach. B.S. 2016, Western Oregon University; M.S. 2019, Western Oregon University

Justin Crosswhite (2022), assistant athletic director for compliance & student services. B.A. 2020, Western Oregon University; M.S. 2022, Western Oregon University

Arne Ferguson (1993), head football coach. B.A. 1991, Western Oregon University

Octavious Gillespie-Bennett (2016), head men's & women's track & field/cross-country coach. B.A. 2003, University of California, Los Angeles

Blake Hansell (2024), assistant athletic director for facilities & game operations.

Zach Holloway (2018), head men's and women's cross-country coach. B.S. 2016, Western Oregon University; M.S. 2018, Western Oregon University

Clayton Jones (2022), assistant athletic director for communications. B.S. 2005, University of Oregon

Randi Lydum (2012), athletic director. B.A. 1990, Western Oregon State College; M.S. Ed. 1993, Western Oregon State College/Oregon State University

Cori Metzgar (2011), director, athletics sports performance, senior women's administrator. M.A. 2000, Western Michigan University

Kaiao Nahale-a (2023), head volleyball coach. B.A., 2023 Concordia

Ryan Orton (2025), head men's basketball coach. B.S. 1996, Eastern Oregon University; M.S. 2000, Eastern Oregon University

Jessica Peatross (2023), head women's basketball coach. B.A. 2014, Chicago State; M.A. 2016, Valparaiso

Lonny Sargent (2012), head softball coach. B.S. 2001, Warner Pacific College

Kellen Walker (2010), head baseball coach. B.S. 2010, Western Oregon University

Emeritus Faculty and Administrators

A

Kit Andrews (1992-2019), Ph.D., professor emeritus, english studies

B

Frank Balke (1972-2003), Ph.D., professor emeritus, modern languages

Neal Bandick (1970-1999), ED.D., professor emeritus, biology

James A. Barnard (1963-1998), Ph.D., professor emeritus, mathematics

Scott Beaver (2005-2025), Ph.D., professor emeritus, mathematics

Hamid Behmard (1999-2022), Ph.D., professor emeritus, mathematics

Tom Bergeron (1987-2018), D.M.A., professor emeritus, music

Hank Bersani (1999-2012), Ph.D., professor emeritus, special education

Sarah Boomer (1997-2026), Ph.D., professor emeritus, biology

Dean Braa (1990 - 2020), Ph.D., professor emeritus, sociology

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

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

Mary Bucy (1998-2020), Ph.D., professor emeritus, education and leadership

Laurie Burton (2000-2023), professor emeritus, natural science

C

George Cabrera (1981-2006), professor emeritus, social science

Peter Callero (1986-2021), Ph.D., professor emeritus, sociology

Dale Cannon (1977-2003), Ph.D., professor emeritus, philosophy

Daniel Cannon (1996-2002), assistant professor emeritus, creative arts

Marita Cardinal (1998-2024) Ph.D., professor emeritus, health and excercise science

Jon Carey (1976-2011), Ed.M., associate professor emeritus, health and physical education; athletic director

Kathleen Cassity (2017-2024), Ph.D., professor emeritus, english, dean college of lineral arts and sciences

James Chadney (1999-2005), Ph.D., dean emeritus, college of liberal arts and sciences

Michael Cihak (1986-2002), Ed.D., professor emeritus; vice president, student affairs and enrollment management

Eric Cooley (1976-2011), Ph.D., professor emeritus, psychology

Arlene Courtney (1988-2021), Ph.D., professor emeritus, earth/physical science

Peter C. Courtney (1984-2014), J.D., assistant professor emeritus, communication; assistant to president

D

Susan Daniel (1995-2022), Ph.D., professor emeritus, philosophy

Susan Dauer (1990-2011), Ph.D., professor emeritus, teacher education

Richard Davis (1964-2003), Ph.D., professor emeritus, theatre arts

Steven A. Douglass (1986-2003), Ph.D., associate professor emeritus, mathematics

Ed Dover (1987-2017), Ph.D., professor emeritus, politics, policy and administration

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

Claire Ferraris (1999-2017), Ph.D., professor emeritus, communication

Christine Ferris (1988-2007), adjunct instructor emeritus, french

Thomas Ferte (1968-1997), professor emeritus, humanities

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, Research and Resource Center with Deaf communities

G

Irja Galvan (1998-2010), Ph.D., associate professor emeritus, biology

Wangeci Gatimu (1998-2016), Ph.D., professor emeritus, education

Max G. Geier (1994-2014), Ph.D., professor emeritus, history

Steven Gibbons (1986-2017), Ph.D., professor emeritus, criminal justice

Gerald R. Girod (1969-1995), Ed.D., professor emeritus; dean of education

Eduardo Gonzalez-Viana (1993-2013), Ph.D., professor emeritus, spanish

H

Karen Haberman (1998-2022), Ph.D., professor emeritus, biology

Carol Harding (1994-2019), Ph.D., professor emeritus, english studies

David Hargreaves (1998-2022) Ph.D., professor emeritus, humanities

Mark Henkels (1998-2022), Ph.D., professor emeritus, political science

Beverly Herzog (1968-1999), Ph.D., professor emeritus, special education

Kim Hoffman (1981-2018), M.F.A., professor emeritus, art

Solveig Holmquist (1996-2011), D.M.A., professor emeritus, music

Gudrun Hoobler (1981-2019), Ph.D., associate professor emeritus, modern languages

Don Y. Hoskisson (1971-2003), M.F.A., professor emeritus, art

J

Majduddin Mohammed Jaffer (1958-1989), M.S.Ch.E., associate professor emeritus, chemistry

Elaina Jamieson (1999-2011), M.F.A., associate professor emeritus, art

Gary D. Jensen (1987-2007), Ph.D., dean emeritus, library and media services

Kenneth Jensen (1976-2003), Ph.D., professor emeritus, anthropology

Richard I. Jensen (1969-1970, 1971-1995), Ed.D., associate professor emeritus, education

J. Morris Johnson (1969-1998), Ph.D., professor emeritus, biology

Deborah Jones (1991-2015), M.F.A., professor emeritus, dance

K

Linda Keller (1998-2011), Ph.D., professor emeritus, special education

Merle A. Kelley (1970-2000), Ph.D., professor emeritus, psychology

Tom Kelly (1989-2021), M.A., professor emeritus, health & exercise science

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

Marjory Lange (1997-2024), Ph.D., professor emeritus, humanities

John Leadley (1990-2023), professor emeritus, business and economics

Marcelene Ling (1976-1996), Ed.D., professor emeritus, education

Judy M. Lovre (1987-2005), M.Ed., assistant professor emeritus, health and physical education

A Lyon (1967-1999), professor emeritus, creative arts

M

Robert Main (1968-1996), Ph.D., professor emeritus, mathematics

Margaret Manoogian (2011-2024), Ph.D, professor emeritus, behavioral science

Robert Martin (1972-2002), Ph.D., professor emeritus, speech

James Mattingly (1996-2001), M.F.A, adjunct assistant professor emeritus, art

Molly Mayhead (1997-2019), Ph.D., professor emeritus, communication

David McCorkle (1962-1997), Ph.D., professor emeritus, biology

Gail McCowen (1986-2000), M.A., adjunct instructor emeritus, history

Lotte Larson Meyer (1976-1998), associate professor emeritus, reference and serials librarian

Richard E. Meyer (1969-1997), M.A., professor emeritus, humanities

John P. Minahan (1985-2011), Ph.D., professor emeritus; president

Mary "Karie" Mize (2005-2015), Ph.D., associate professor emeritus, education

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Jeffrey Myers (1999-2025), professor emeritus, earth and environmental science

N

Kent Neely (2008-2019), Ph.D., professor emeritus, theatre/dance

Frank Nevius (1990-2021), professor emeritus, humanities

O

Sharon Oberst (1987-2019), Ph.D., professor emeritus, theatre and dance

Ernest M. Ogard, Jr. (1966-1996), Ed.D., professor emeritus, social science

David Olson (1984-2019), Ph.D., professor emeritus, computer science

P

Robert Page (1969-2000), M.F.A., professor emeritus, theatre

Addyse Palagyi (1987-2004), Ph.D., adjunct associate professor emeritus, theatre

Cornelia Paraskevas (1989-2022), professor emeritus, humanities

Mickey Pardew (1985-2022), Ph.D., professor emeritus, education and leadership

Peggy Pedersen (2004-2020), Ph.D., professor emeritus, health and exercise science

Lewis A. Pennock (1968-1993), Ph.D., professor emeritus, biology

Mark Perlman (1998-2022), Ph.D., professor emeritus, philosophy

Sherry Perry (1972-2003), B.S., assistant professor emeritus; budget director

Pete Poston (1990-2021), Ph.D., professor emeritus, chemistry

Michele Price (1980-2013), M.A., director emeritus, study abroad

R

John Rector (1987-2019), Ph.D., professor emeritus, history

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

Guy Rooth (1966-2001), professor emeritus

Marion O. Rossi (1965-1996), M.A., associate professor emeritus, humanities

S

Victor E. Savicki (1971-2003), Ph.D., professor emeritus, psychology

Denvy Saxowsky (2000-2015), M.S., adjunct instructor emeritus, education

Adele Scheipige (1985-2021), professor emeritus, teacher education

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

Narasingha "Ram" Sil (1987-2011), Ph.D., professor emeritus, history

Ajmer Singh (1965-1998), Ph.D., professor emeritus, economics

George Slawson (1967-1997), professor emeritus, humanities

Tracy Smiles (2005-2015), Ph.D., professor emeritus, education

Julia Smith (1984-2016), Ph.D., professor emeritus, special education

Robin Smith (1988-2021), Ph.D., professor emeritus, anthropology

Edwin Snyder (1979-1997), professor emeritus, creative arts

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

Cheryl Strand (1989-2013), Ph.D., professor emeritus, Spanish

T

Kathryn Thompson (1985-2011), Ph.D., professor emeritus, psychology

Robert Turner (1986-2008), Ph.D., associate professor emeritus, biology

V

Judy Vanderburg (1977-2021), M.A., associate vice president emeritus, human resources

LouAnn Vickers (2006-2026), senior executive assistant to the president

W

Richard Walker (1972-1998), professor emeritus

Michael Ward (1997-2015), Ph.D., professor emeritus, mathematics

Maxine Warnath (1962-1996), Ed.D., professor emeritus, psychology

Donald Weiss (1966-1997), professor emeritus, humanities

Mark Weiss (2005-2015), M.B.A., administrator emeritus, president

Wayne White (1967-1999), professor emeritus, social science

Helen E. Woods (1985-2004), Ph.D., professor emeritus, teacher education

David Wright (1985-2006), Ph.D., professor emeritus, teacher education

Y

Curtis Yehnert (1997-2019), Ph.D., professor emeritus, english studies