

WESTERN OREGON UNIVERSITY **2021-22**  
**COURSE CATALOG**



Western Oregon  
UNIVERSITY

*Together we* **SUCCEED**

# President's Message to Students

Welcome to Western Oregon University! The University's mission emphasizes student success as our primary goal. Our faculty and staff create an environment where you will be challenged academically and where you will have co-curricular activities that are integral to your journey.

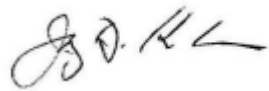
You will have learning opportunities, both in and out of the classroom, that will inspire you to develop the knowledge and resiliency to meet life's challenges. Most importantly, our faculty and staff are committed to ensuring that you have a high-quality educational experience.

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

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

We look forward to guiding you through your college years to ensure you accomplish your educational goals and assist you in making a successful transition to whatever your next endeavor may be. Join our pack and run with the Wolves - it's a decision that will change your life.

Go Wolves!



President Jay D. Kenton, Ph.D.



President Jay D. Kenton, Ph.D.

# 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.

# Table of Contents

## Admissions

Undergraduate Admissions	5
Advanced Placement	5
Application Procedures	7
International Student Admissions	9
Transfer Students	11
Transfer Policies	12
Non-Admitted Students	13
Graduate Admissions	13

## Paying for College

Financial Aid	15
Applying for Aid	15
Financial Aid programs	15

## Student Involvement

Student Government	16
Arts and Entertainment	16
Honor Societies	16
Intercollegiate Athletics	17

## Academic Resources

International Education and Development	18
Student Services	18

## University Policies

Accreditation	18
Affirmative Action	19
Campus Security Act and Fire Safety	
Act Notice	19
Catalog Information	19
Commitment to Diversity	19
Consensual Relationships Statement	20
Drug-Free School Policy	20
Statement on Discrimination, including	
Sexual Harassment	20
Student Right to Know	20
University Communication Policy	21
Veteran Administration (VA) Standards	21
WICHE State Authorization Reciprocity	
Agreement	22

## Academic Regulations

University Regulations	23
Course Numbering System	23

Grading	23
Institutional FERPA Policies	24
Refunds	25
Registration	25
Students' Responsibilities for Registration	25
Withdrawal	26
Graduate Regulations	26
Undergraduate Regulations	30

## Baccalaureate Requirements

Undergraduate Learning Outcomes	35
General Education Learning Outcomes	35
Degrees	35
University Graduation Requirements	36
Minor	36

## General Education Requirements

B.A.S in Liberal Studies Core, and	
B.A.S. Core	37
B.A., B.F.A., and B.S. Core	37
B.M. Core	38
Honors Candidates	38
Honors Core	39
Approved General Education Courses	39

## What's New

### Academic Programs

College of Education	45
College of Liberal Arts and Sciences	47
Graduate Programs	50

### Undergraduate Programs

### Graduate Programs

### Course Descriptions

### About WOU

WOU Board of Trustees	413
President	413
President's Cabinet	413
Deans and Associate Provosts	414
Administrative Directors	414
Athletic Directors and Coaches	415
Emeritus Faculty and Administrators	415

# Undergraduate Admissions

---

## Admissions

Rob Findtner, Director  
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.

## Freshmen Admission Requirements

### Admission Requirements

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

1. Graduate from an accredited high school.
2. Have at least a 3.00 cumulative high school grade-point average.
3. Applicants with a cumulative grade-point average below 3.00 are also required to provide a letter of recommendation from a counselor or teacher who can objectively evaluate their academic preparation and future success at WOU. Applicants have the option to provide a personal statement addressing their academic deficiencies and the specific steps they are pursuing to meet WOU's admission

requirements in lieu of a letter of recommendation.

4. Submission of ACT or SAT scores is optional for freshman applicants. Freshman applicants who do not meet the 3.00 grade-point average are encouraged, but not required, to submit ACT or SAT scores.
5. Satisfactorily complete, with a grade of C- or better, 15 subject requirements: (four in English, three in math culminating in algebra II or higher, three in science, three in social science and two in second language (two years of the same second language required)).

Alternatives to 15 subject units:

1. Score an average of 470 or above on the SAT Subject Test in two sections (Math level I or IIC and another test of the student's choice\*). The combined score must be 940 or above for the SAT Subject Test.  
  
\* Applicants taking the SAT Subject Test to meet the second language requirement are required to receive a score of 530 or above in the foreign language section.
2. Make up high school course deficiencies by taking high school or college course(s) for specific subject requirements and achieve a grade of C- or better.

3. Students who do not meet the second language requirement should refer to the second language requirement section.

**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.**

## Advanced Placement

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

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

## 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 211, BI 212, BI 213
Calculus AB	3	4	MTH 251
	4+	8	MTH 251, MTH 252
Calculus BC	3	8	MTH 251, MTH 252
	4+	12	MTH 251, MTH 252, MTH 253
Chemistry	3	12	CH 104, CH 105, CH 106
	4+	15	CH 221, CH 222, CH 223
Chinese	3+	12	ML 101, ML 102, ML 103
Comparative Government & Politics	3	4	PS 1XX
	4+	4	PS 204
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 121
English Literature and Composition	3+	4	LIT 102
Environmental Science	3+	5	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 201
	4+	8	HST 201, HST 202
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 202
Micro Economics	3+	4	EC 201
Music Theory	3	3	MUS 211
	4+	6	MUS 211, MUS 212
Physics 1	3	4	PH 1XX
	4+	8	PH 201, PH 202
Physics 2	3	4	PH 1XX
	4+	8	PH 203, 2XX
Physics C: Electricity and Magnetism	3	4	PH 1XX
	4+	4	PH 213
Course	Score	Credits Awarded	WOU equivalent(s)



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

## Application Procedures

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

1. Complete and return an application for admission and the required \$60 non-refundable application fee, WOU Request for Deferral of Application Fee Form, College Board Application Fee Waiver or NACAC Request for Application Fee Waiver. Students can apply for admission online at [wou.edu/admission/](http://wou.edu/admission/).
2. Have an official high school transcript sent to Admissions documenting all coursework completed to date.
3. Applicants with a cumulative grade-point average below 3.00 are required to provide a letter of recommendation from a counselor or teacher who can objectively evaluate their academic preparation and future success at WOU. Applicants have the option to provide a personal statement addressing their academic deficiencies and the specific steps they are pursuing to meet WOU's admission requirements in lieu of a letter of recommendation.
4. Submission of ACT or SAT scores is optional for freshman applicants. Freshman applicants who do not meet the 3.00 grade-point average are encouraged, but not required, to submit ACT or SAT scores.

5. Upon graduation, submit a final official transcript documenting all high school coursework and date of graduation. Freshmen earning college credit are required to submit an official transcript from each college or university attended.

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 his or her admission to WOU.

### Comprehensive Admission Review

WOU conducts comprehensive reviews of applicants who do not meet the minimum admission requirements. Reviews include additional factors such as standardized test scores, rigor of courses taken, a personal statement, letters of recommendation from educators, noncognitive factors and other indicators that predict success in college. Academic performance is not the sole criterion for admission to WOU.

WOU may evaluate a person's behavior and background to determine their ability to maintain the standards of academic and professional conduct expected at the university. An evaluation may take into consideration current behavior and performance as well as past experiences and actions.

For information, go to [wou.edu/admission/](http://wou.edu/admission/).

### General Educational Development (GED)

For information, go online to [wou.edu/admission/](http://wou.edu/admission/).

### Second Language Requirement

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

### Unaccredited High Schools or Home-Schooled Students

For information, visit our website at [wou.edu/admission/](http://wou.edu/admission/).

### When to Apply

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

# International Baccalaureate

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

- Guaranteed admission to WOU.
- Sophomore standing. Students with a full IB Diploma and a score of 30 or higher will be granted sophomore standing.
- Honors Program. The WOU Honors Program will automatically accept students with a full IB Diploma.

## WOU International Baccalaureate Program Credit Guidelines

WOU INTERNATIONAL BACCALAUREATE PROGRAM CREDIT GUIDELINES				
	Standard Level Exam Score 5, 6 or 7		High Level Exam Score 5, 6 or 7	
IB Certificate Course	WOU Course	Credits	WOU Course	Credits
Biology	BI 211	5	BI 211, BI 212, BI 213	15
Business	BA 101	3	BA 101	3
Chemistry	CH 104	4	CH 221, CH 222, CH 223	15
Classical Languages	ML 1XX	4	ML 101, ML 102, ML 103	12
Computer Science	CS 122	4	CS 122, CS 161	8
Dance/Performing Arts	D 251	3	D 251, 2XX	6
Economics	EC 200	4	EC 201, EC 202	8
Environmental Systems & Societies	ES 106	5		
Film Studies	TA 112	3	TA 112, 1XX	6
Geography	GEOG 105	4	GEOG 105, GEOG 106	8
Global Politics	PS 203	4	PS 203, PS 2XX, PS 2XX	12
Health/Human Physiology	BI 102 or BI 211	4	BI 102, BI 103	8
History	HST 104	4		
History: Europe			HST 104, HST 105	8
History: US			HST 201, HST 202	8
History: Asia			HST 1XX, 1XX	8
History: Africa/Middle East			HST 2XX, 2XX	8
Info Tech in a Global Society	CS 101	3	CS 101, CS 122	6
Language A (English)	WR 121	4	WR 121, WR 122, LIT 102	12
Language A & B (other than English)	ML 101	4	ML 101, ML 102, ML 103	12
French A & B	FR 101	4	FR 101, FR 102, FR 103	12
German A & B	GL 101	4	GL 101, GL 102, GL 103	12
Spanish A & B	SPAN 101	4	SPAN 101, SPAN 102, SPAN 103	12
Literature A (English)	LIT 201		LIT 201, LIT 202	8
Literature A (other than English)	ML 1XX	4	ML 1XX, 1XX, 1XX	12
Literature & Performance (English)	TA 110	4		
Literature & Performance (Spanish & French)	ML 1xx	4		
Marine Science	BI 1XX	4		
Mathematics	MTH 112	4	MTH 112, MTH 241, MTH 242	12
Math Studies	MTH 105	4		
Music	MUS 111	3	MUS 111	3
Philosophy	PHL 101	3-4	PHL 101, PHL 102	6-8
Physics	PH 201	4	PH 201, PH 202, PH 203	12
Political Science	PS 201	4	PS 201, PS 202	8
Psychology	PSY 201	4	PSY 201, PSY 202	8
Religion	PHL 1XX	3		
Social Anthropology	ANTH 216	4	ANTH 216	4
Theatre Arts	TA 110	4	TA 110	4
Visual Arts	A 100	2	A 100, 1XX	6



## International Student Admissions

Assistant Vice President Neng Yang  
International Education and  
Development  
wou.edu/international/  
503-838-8425

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

1. Complete and return the application form along with the application fee of U.S. \$50. The application is available online at wou.edu/international/. You may submit this electronic application and then mail original documents to the International Education and Development office to complete your application file. You are advised to send the non-refundable fee in the form of an international money order or
2. Submit official transcripts or exit exam results of previous school work including secondary and middle schools, other colleges and universities and professional schools. Original documents are preferred, but certified copies are acceptable. Certified copies of exact English translations of these records are required.
3. Provide proof of proficiency in the English language unless native language is English. Prospective students must submit a minimum TOEFL score of 500 (paper-based), 61 (Internet-based); or an IELTS score of 5.0 for undergraduate admission. Graduate admission requires a TOEFL score of 550 (paper-based), 79 (Internet-based); or an
4. Submit personal or parents' bank statement showing a balance of at least \$33,000. Also complete a Financial Affidavit Form. The current tuition at Western Oregon University is approximately \$17,200 per academic year. The tuition amount is subject to change at the beginning of each academic year.

IELTS score of 6.0. Students who are citizens of or who have received a bachelor's degree or higher from a university in the following countries are exempt from the English proficiency requirement: Australia, the British Caribbean and British West Indies (Bahamas, Jamaica, etc.), Canada (except Quebec), Ghana, Ireland, Kenya, Liberia, New Zealand, Nigeria, South Africa, United Kingdom and the United States.

## College Level Equivalency (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 253 and LIT 254
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 204, LIT 205, LIT 206
English Composition with essay	50	4	WR 121
Freshmen College Composition	50	4	WR 121
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 101, SPAN 102, SPAN 103
Spanish	63	12	SPAN 201, SPAN 202, SPAN 203 #
American Government	50	4	PS 201
Introduction to Psychology	50	4	PSY 201
Principles of Macroeconomics <sup>^</sup>	60	4	EC 202
Principles of Management	50	4.5	BA 2XX
Principles of Marketing	50	4.5	BA 2XX
Principles of Microeconomics <sup>^</sup>	60	4	EC 201
Biology	50	10	BI 101 and BI 102

COLLEGE LEVEL EQUIVALENCY (CLEP) SCORING TABLE			
Chemistry	50	10	CH 221 and CH 222
Natural Sciences	50	5	Science elective
Exam	Score	Credits	Course
College Algebra	50	4	MTH 111
College Mathematics	50	4	MTH 1XX
Precalculus	50	4	MTH 111, MTH 112
Calculus	50	4	MTH 251

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

\* Students are limited to credit from ONE of these two exams.

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

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

To find out more, go to [clep.collegeboard.org/exam](http://clep.collegeboard.org/exam).

## General Certificate of Education (GCE) Examinations

GENERAL CERTIFICATE OF EDUCATION (GCE) EXAMINATIONS <i>Advanced A Level Only</i> (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 101
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 201, EC 202
English Literature	12	LIT 101, LIT 102
French	12	FR 101, FR 102, FR 103
Geography	8	GEOG 105, GEOG 106
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, MTH 243
Further Math	8	MTH 251, MTH 252
Music	6	MUS 111
Physical Education	4	PE 2XX
Physics	12	PH 201, PH 202, PH 203
Psychology	8	PSY 201, PSY 202
Sociology	9	SOC 223, SOC 224, SOC 225
Spanish	12	SPAN 101, SPAN 102, SPAN 103
Thinking Skills	3	PHL 103

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

# 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

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

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

## Credit from Accredited Institutions

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

## Credit from Two-year Institutions

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

## Credit from Unaccredited Institutions

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

## Degree Partnership Program (DPP)

[wou.edu/transferpathways/](http://wou.edu/transferpathways/)  
Director Kristin M. Mauro

[maurok@wou.edu](mailto:maurok@wou.edu) | 503-838-8732

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. Application deadlines for DPP can be found at [wou.edu/transferpathways/dpp/](http://wou.edu/transferpathways/dpp/). For more information on the DPP program contact the Transfer Pathways office at 503-838-8732 or visit our website at [wou.edu/transferpathways/](http://wou.edu/transferpathways/).

## Interstate Passport

Western Oregon University is an Interstate Passport network member. Upon completion of university identified passport requirements, the university records completion of the Passport on the student record.

The Interstate Passport enables successful transfer of a block of lower-level general education learning to other institutions participating in the Interstate Passport Network. Students who complete their Passport at Western Oregon University will not be required to repeat or take additional course work to meet general education requirements in the Passport's nine areas when they transfer to any other Passport institution. Students with an

interest in achieving the Passport should contact Dr. Kristin Mauro at [maurok@wou.edu](mailto:maurok@wou.edu).

## Oregon Transfer Agreements

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

Students who have earned the Oregon Transfer Module (OTM) will meet all WOU General Education requirements with the exception of Integrating Knowledge (2 courses, 6-8 credits).

A notation verifying that the associates degree meets the Oregon Transfer Degree requirements or Oregon Transfer Module requirements must be included on the student's official transcript.

## Other Transfer Agreements

WOU has approved major-specific articulation agreements with Oregon community colleges. In addition, WOU has Transfer Admission Guarantees (TAGs) with many California community colleges. WOU also has a TAG agreement with Chemeketa Community College.

## 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:

- California: Intersegmental General Education Transfer Curriculum (IGETC) and

California State University General Education (CSU GE)

- Florida: General Education Associate of Arts from Florida State College Jacksonville, Hillsborough Community College and St. Petersburg College
- Hawaii: Articulated Associates of Arts from University of Hawaii
- Idaho: Associate of Science from Idaho State University
- Washington: Direct Transfer Agreement (DTA)

Students with AA degrees not listed here may petition the General Education Committee to have their degree reviewed to determine completion of General Education requirements. To submit a petition, go online to [wou.edu/gened/petitions-form](http://wou.edu/gened/petitions-form).

## Transfer Policies

1. 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).
2. 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.
3. 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.

4. 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.
5. 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.
6. 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.
7. 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.
8. Students completing the Oregon Transfer Compass Core Transfer map will fulfill their Foundations: WR 121, Foundations Mathematics, and Exploring Knowledge requirements for General Education.
  9. 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.
  10. 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](http://wou.edu/gened/petitions-form).
  11. 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.
  12. 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 Admissions

---

Hillary Fouts, Dean of Graduate Studies and Research  
[graduate.wou.edu](http://graduate.wou.edu)  
 503-838-8597

### Admission Procedures

All persons wishing to enroll at WOU at the graduate level must be admitted to the university by the Graduate Office.

To apply for admission to WOU's graduate programs, students must complete the following steps:

1. Submit a completed Graduate Student Application (available online or pdf).
2. Pay the non-refundable, non-transferable \$60 Graduate Application fee.
3. Provide evidence of completed bachelor's degree.\*
4. Provide unofficial transcripts and/or academic records from all non-WOU institutions attended.\*
5. Provide official scores for the MAT or GRE if minimum academic requirements are not met (see below).

\*Official transcripts from non-WOU institutions in which degrees were conferred will be required after admission is offered. Enrollment in courses is contingent upon the receipt and verification of these official documents. WOU reserves the right to require official transcripts at any time during the admission process and to rescind any offer of admission made if discrepancies between the unofficial and official transcript(s) are found, if it is discovered that the educational history was incomplete, or if upon final GPA and degree verification it is discovered that the minimum admissions requirements were not met.

### Classification at Admission

The Graduate Office admits and classifies eligible students on the basis of their undergraduate grade-point average and declaration of intent in the application for admission.

Qualified students seeking a degree are classified either as fully admitted or conditional graduate students. All students must be classified as fully admitted by the start of the second term in a graduate program.

Conditional status will not be extended beyond the first term of conditional admission. A student who does not pass the GRE/MAT or provide a 3.0 GPA will be removed from the program. Student will have to reapply to the university after conditions are met.

### Conditional Admission

*Completing undergraduate degree:* a student who is completing an undergraduate degree can be conditionally admitted to a graduate program with the following caveats:

- Student must have a minimum GPA of 3.0 on completed coursework or have a passing score on the MAT or GRE.
- Student must have met requirements of the specific graduate program to which he/she is applying.
- Student will not be able to receive financial aid until the Graduate and Financial Aid Offices have received proof of completion of the undergraduate degree and a program plan is on file.

- Student must provide proof of completion of the undergraduate degree during the first term of enrollment as a graduate student. WOU graduates must show proof prior to starting graduate courses.

All students who are admitted on a conditional basis, because we are waiting for completion of undergraduate degree will have a registration hold placed on their account and will not be able to register for classes beyond the first term of graduate enrollment until the Graduate Office has received proof of completion of the undergraduate degree with a minimum of 3.0 on the last 90 quarter credits or 60 semester credits of coursework.

**GPA requirement:** A student who has an undergraduate GPA of 2.50 to 2.99 can be admitted conditionally for the first 9 credit hours. Conditionally admitted students will not be able to receive financial aid until they become fully admitted students and a program plan is on file.

To be fully admitted:

- Student must achieve a 3.0 GPA in the first nine (9) credits of their graduate program\*.
- Student must receive a positive recommendation from their graduate program coordinator.

Student can petition for conditional graduate admission via the graduate student general petition located on the graduate office website.

The above are university level minimum criteria for admission; individual academic programs may set higher criteria.

\*If the total graduate credits exceed nine (9), in the term that the student completes their first nine (9) graduate credits, then all earned graduate credits.

## Graduate Assistantships

Students wishing to apply for Graduate Assistantships must apply via the Graduate Assistant Application directly to Graduate Programs Office by the posted deadline. The Office of Graduate Programs processes applications, posts recruitment announcements, and handles all employment procedures for Graduate Assistantships across the university.

Graduate Student Assistant Positions are a form of student employment, earning a compensation package including both salary and tuition remission for the performance of research or teaching services to the university as part of the student's academic and professional training and development. Graduate Assistantships provide fee remission of the instructional fee portion of tuition (up to 12 credits) and a monthly stipend for the service provided each term of the appointment. You must be a full-time graduate student, fully admitted to a graduate degree program, and in good academic standing to begin an assistantship.

Graduate students are required to register and remain enrolled in a minimum of eight/nine credits of graduate coursework in order to receive graduate tuition remission. Graduate students in their last term of courses may take less than the required 8 credits in order to finish their degree. Any courses taken beyond 12 credits are the financial responsibility of the student.

1. If a student falls below this course load, they will not be awarded subsequent tuition remission.
2. Students must notify the graduate office, via email within 24 hours, documentation of any course substitutions or additions to the original Graduate Assistant Approval Request.
3. If within the first week of courses a student adds additional courses, the remission difference will be applied by payroll, providing

that student notifies the Graduate Office via email.

4. If a student drops any combination of courses so that his/her credits are reduced from the amount covered by fee remission for the term (e.g., 12 to 9, 12 to 10, etc.), that amount will be deducted from his/her fee remission the following term.
5. If a student withdraws from all courses, the refund will be returned to the fee remission account.
6. Students will not be invited back to their position if they do not honor their signed contract.
7. During the last term of enrollment, you will be billed back 50% of remission for that term if you fail to successfully complete your program.
8. Conditions of employment include keeping a GPA of 3.0 or higher.

## International Students

All non-native English speaking students must also provide proof of proficiency in the English language by submitting an official copy of an English testing score report. Paper-based TOEFL: minimum score 550. Internet-based TOEFL: minimum score 79. IELTS Test: minimum score 6.0.

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

The graduate website at [graduate.wou.edu](http://graduate.wou.edu) and the catalog have current admission information. Each graduate program has unique program admission standards and processes.

Admitted students must submit a health history report. The report form is mailed to students who are accepted for admission and must be completed

and returned to WOU's Student Health and Counseling Center.

All documents become the property of the university and will not be returned. The university reserves the right to deny credit for coursework completed before a student is officially admitted for graduate study.

## Matriculation Fee

A one-time matriculation fee is assessed on all new graduate students when they enroll. (See WOU Tuition and Fee Book.)

## Minimum Academic Requirements

*\*Evidence of completion of a four-year baccalaureate degree (or international*

*equivalent) from regionally accredited institution as defined by the American Association of Collegiate Registrars, with a cumulative B average (equivalent 3.00 on a U.S. 4.00 grading scale) on the most recent baccalaureate degree.*

If the applicant's cumulative GPA is below 3.00, but a calculation using the last 90 quarter credits (60 semester credits) of graded course work is 3.0 or higher, the latter will be used as the basis for admission.

Applicants who hold a master's degree will have the 3.0 GPA requirement waived.

Applicants not meeting the minimum GPA requirement may be considered with a passing score on the Miller Analogies Test (MAT) or Graduate Record Exam (GRE). Minimum required score for the MAT: 395. Minimum required score for the GRE

Verbal Reasoning: 148, Quantitative Reasoning: 147, Analytical Writing: 3.5

## Program Admission

Most graduate programs have additional admission requirements. These requirements must be met prior to enrollment in the program.

# Paying for College

## Financial Aid

Director Kella Helyer  
wou.edu/finaid/  
503-838-8475  
Toll free: 877-877-1593

WOU provides a strong financial aid and scholarship program that annually administers more than \$54 million for eligible students. Financial aid is based on the philosophy that the responsibility for financing a student's education rests primarily with the student and student's family.

For detailed information about the financial aid application process and aid programs, visit our website at [wou.edu/finaid/](http://wou.edu/finaid/).

## Applying for Aid

To be considered for federal and state financial aid at WOU, students must complete the Free Application for Federal Student Aid (FAFSA). Students are encouraged to submit their FAFSAs annually as soon after October 1 as possible as some funds are limited and are awarded on a first-come, first-served basis. The FAFSA

is completed online at [studentaid.ed.gov/sa/fafsa](http://studentaid.ed.gov/sa/fafsa).

## Financial Aid Programs

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

- Federal Work-Study
- Grants
- Loans
- Scholarships

Information	Where to Find It
Due Dates and Payment Information	<a href="http://www.wou.edu/business/tuition-fees/payment-information/">http://www.wou.edu/business/tuition-fees/payment-information/</a>
Resident Oregon senior Citizen Program	<a href="http://www.wou.edu/business/services/fee-bookbudget-summary/">http://www.wou.edu/business/services/fee-bookbudget-summary/</a>
Veterans Education Benefits	<a href="http://www.wou.edu/veterans/veteran-registrar/">http://www.wou.edu/veterans/veteran-registrar/</a>



# Student Involvement

---

## Student Affairs

Vice President Gary Dukes  
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 studies majors and minors who meet the requirements for the honorary distinction.

## Intercollegiate Athletics

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 highlevel 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](http://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.

Information	Where to Find It
Intercollegiate Athletics	<a href="http://www.wou.edu/athletics/">http://www.wou.edu/athletics/</a>
Student Engagement	<a href="http://www.wou.edu/student-engagement/">http://www.wou.edu/student-engagement/</a>

## 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](http://www.wou.edu).

# International Education and Development

Assistant Vice President Neng Yang

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

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

## 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	<a href="http://books.wou.edu/home">http://books.wou.edu/home</a>
Campus Dining	<a href="http://www.wou.edu/housing/dining-western-oregon-university/">http://www.wou.edu/housing/dining-western-oregon-university/</a>
Campus Recreation	<a href="http://www.wou.edu/campusrec/">http://www.wou.edu/campusrec/</a>
Computer Help	<a href="http://www.wou.edu/ucs/support/">http://www.wou.edu/ucs/support/</a>
Computer Labs	<a href="http://www.wou.edu/ucs/resources/computer-labs/">http://www.wou.edu/ucs/resources/computer-labs/</a>
Disability Services	<a href="http://www.wou.edu/disabilityservices/">http://www.wou.edu/disabilityservices/</a>
Multicultural Student Services and Programs	<a href="http://www.wou.edu/multicultural/">http://www.wou.edu/multicultural/</a>
Service Learning and Career Development	<a href="http://www.wou.edu/slcd/">http://www.wou.edu/slcd/</a>
Student Conduct	<a href="http://www.wou.edu/studentconduct/">http://www.wou.edu/studentconduct/</a>
Student Employment	<a href="http://www.wou.edu/slcd/wolflink/">http://www.wou.edu/slcd/wolflink/</a>
Student Enrichment Program-Trio	<a href="http://www.wou.edu/sep/">http://www.wou.edu/sep/</a>
Student Health and Counseling	<a href="http://www.wou.edu/health/">http://www.wou.edu/health/</a>
Student Success and Advising	<a href="https://www.wou.edu/advising/">https://www.wou.edu/advising/</a>
Tutoring Services	<a href="http://www.wou.edu/freetutoring/">http://www.wou.edu/freetutoring/</a>
University Housing	<a href="http://www.wou.edu/housing/">http://www.wou.edu/housing/</a>
Veterans Support Services	<a href="http://www.wou.edu/veterans/">http://www.wou.edu/veterans/</a>
Werner University Center	<a href="http://www.wou.edu/student-engagement/">http://www.wou.edu/student-engagement/</a>

## 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/](http://wou.edu/hr/). The university's policies are available on the human resources website: [wou.edu/hr/](http://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](http://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/](http://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/](http://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/](http://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 2010-11 academic year and for whom 150 percent of the normal time to completion has elapsed.

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

Questions related to this report should be directed to David McDonald, associate provost at 503-838-8212.

## 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

Lieuallen Administration Building 104  
(503)838-8183  
[wou.edu/veterans/veteran-registrar/](http://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	Undergraduate 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) and enrolls in the school within three years of discharge or release from a period of active duty service of 90 days or more.
- Anyone using transferred Post-9/11 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 enrolls in the school within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.

- Anyone described above while he/she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters or terms) at the same school. The person so described must have enrolled in the school prior to the expiration of the three-year period following discharge or release as described above and must be using educational benefits under either chapter 30 or chapter 33, of title 38, United States Code.
- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in Oregon while attending a school located in Oregon, (regardless of his/her formal state of residence).
- Anyone using transferred Post-9/11 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.

## 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](http://wiche.edu/sara).

Information	Where to Find It
Code of Student Responsibility	<a href="http://www.wou.edu/studentconduct/files/2017/10/CSR-09.01.17.pdf">www.wou.edu/studentconduct/files/2017/10/CSR-09.01.17.pdf</a>

## Academic Regulations

### How to Identify Regulations:

Regulations are organized by category (University, Undergraduate, or Graduate) and alphabetically within each category.

Additionally each regulation has a unique two character identifier that identifies its category, assigns a number indicating what order it falls in within the category, and where

applicable a letter identifying its status as a subsidiary to a parent regulation.

The University category is designated by a "W" (standing for WOU). The Undergraduate category is designated by a "U" (standing for Undergraduate). The Graduate category is designated by a "G" (standing for Graduate).

For example, regulation W-2c is identifiable by the "W" as a university regulation and the "2" identifies it as the second university regulation and the "c" indicates that it is the third subset 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-admit students.

University regulations are identifiable by the "W" (standing for WOU) that proceeds the regulation number. For example, regulation W-1 the university regulation related to WOU's Course Numbering System and appears as "Course Number System (W-1)" on the list of regulations.



## Undergraduate Regulations

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

Undergraduate regulations are identifiable by the "U" (standing for Undergraduate) that proceeds the regulation number. For example,

regulation U-5 is the undergraduate regulation related to Class Standing and appears as "Class Standing (U-5)" on the list of regulations.

## Graduate Regulations

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

Graduate regulations are identifiable by the "G" (standing for Graduate) that proceeds the regulation number. For example, regulation G-5 is the graduate regulation related to Filing a Program Plan and appears as "Filing a Program Plan (G-5)" on the list of regulations.

## 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).

Contact the Office of the Registrar for assistance with institutional academic regulations. Located in the Lieuellen Administration Building, first floor, call 503-838-8327, or email [registrar@wou.edu](mailto:registrar@wou.edu). Forms and information may also be found online at [wou.edu/registrar](http://wou.edu/registrar).

Registrar Amy Clark

## University Regulations

### 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	In-service courses
800	Professional development courses that do not apply to degrees

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.

D-	0.70
F	0.00

### 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, X, S, RP and AU are not included in the calculation of points.

### 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

### 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.

## **Regular Progress Grades (W-2d)**

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

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

When a regular progress grade is submitted, the instructor will also submit a default grade as if no further student work was completed. If the student doesn't complete the work within 12 months, then the default grade will automatically become the permanent grade for the course.

At the time of graduation, a student's academic record is closed and any outstanding regular progress grades will permanently revert to the instructor's default grade. An unresolved regular progress grade may prevent graduation because the default grade may lower a student's GPA or prevent a needed requirement from being met. Students are strongly encouraged to resolve regular progress grades within the shortest possible time to prevent problems closer to graduation.

## **X Grades (W-2e)**

A student who does not attend class or turn in course assignments will receive a grade of X, which indicates that there is no basis for assigning a grade. Students who receive an X in any course will have to register for the course again to receive credit.

A student who has participated in a course but has failed to complete essential work or attend examinations and who has not communicated with the instructor, will be assigned whatever grade the work has earned.

## **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/](http://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 Wolf Web. 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.

#### **No-Show-Drop (W-6d)**

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

#### **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 4- 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 5 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 withdraws 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-Admitted Students (W-8)

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

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

A non-admitted student is required to abide by all the rules and regulations of the university as listed in the catalog and online schedule of classes. A student should complete the Petition to Enroll as a Non-Admitted Student and pay the \$20 non-refundable processing fee. A non-admitted student must make formal application and be fully admitted to WOU by satisfying all admission requirements in order to register for classes for subsequent terms.

# 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.

## Application to Graduate (G-2)

Final evaluation procedures

Apply one term prior to completion of final coursework.

1. Application for completion of master's degree must be submitted to the Graduate Office.

2. Final evaluation procedures must be completed, either written examinations or alternative evaluations by Wednesday of finals week in the final term of course study.

Conferring of degree

Students may participate in Commencement if they meet the following requirements:

- Are within one to two courses of completing degree requirements
- Have written approval of their graduate adviser
- Have a plan on file in the Graduate Office to complete degree requirements the following term

Each graduate student must file an application for completion of the master's degree with the Graduate Office. This application also serves as the application to complete the final evaluation procedures. This is due one term before completion. Additional

general information is available on the website at [graduate.wou.edu](http://graduate.wou.edu).

Students receiving their specializations, endorsements or certificates only are not eligible to participate in Commencement. Commencement is held for master's students receiving graduate degrees.

## Continuing Registration Student Access Fee (G-3)

WOU does not require a graduate student to be continually registered during each term as he or she progresses through a master's degree. A special fee is required when engaged in any phase of research such as developing or collecting data, preparing for final examinations or any aspects of a thesis, field study or professional project development in which university facilities or library resources are used and the student is not registered for graduate courses.

The non-registered continuing student fee is assessed through the business office.

## Credit by Examination (G-4)

Graduate courses cannot be challenged. If a graduate student has extensive background in an academic area, the graduate student's adviser can determine other graduate courses that can be substituted for the course in question on the plan of study. A substitution form must be submitted to the Graduate Office.

## Filing a Program Plan (G-5)

All graduate students must file a program plan within the first 9 credits of coursework. This plan lists all courses needed for a particular graduate program.

- The proposed program plan must be completed with the assistance of the appropriate adviser and submitted to the Graduate Office for final approval. Financial Aid receives program verification once the program plan is on file.
- Conditionally admitted students, complete requirements for admission as a regular graduate student, including providing a program plan.
- Students who have not filed a program plan after completing nine credits of coursework will have a hold placed on registration until the form has been filed with the Graduate Office.

The steps listed above must also be completed by graduate students seeking additional endorsements, preparations, licensure, certificates or specializations.

## Final Exit Evaluation (G-6)

All graduate students must complete one or more final exit evaluations. The type of exit evaluation is determined when the graduate program plan is approved. Common exit evaluations consist of written comprehensive examinations, thesis, portfolio, action research projects, field studies and professional projects or combinations of two exit evaluations. The Graduate Office will determine the type of exit evaluation(s) based on the graduate student's program plan.

Graduate students who elect to write a thesis, professional project or field study must follow the procedures outlined in the guidelines which can be found on the web at [wou.edu/grad](http://wou.edu/grad). A final oral examination will be required of all graduate students who write a thesis, professional project or field study. The oral examination is not limited to the thesis, field study, portfolio or professional project, but may cover any aspect of the student's program.

Graduate students who prepare a portfolio should contact an adviser for information regarding specific portfolio requirements for that program.

Some divisions at WOU require comprehensive written examinations based on coursework in the student's content area in addition to the completion of thesis, field study, professional project or portfolio.

Final written comprehensive examination will be based upon areas of study in the approved program. Subject area questions will be based upon the statement of components, objectives and requirements outlined in the statement of program objectives. Graduate students who fail one or more areas of the written comprehensive examination may be given a program of self-study by their adviser(s) and may retake the area(s) failed at another regularly scheduled comprehensive examination.

Students may retake the written comprehensive examinations only once. Graduate students who score unsatisfactorily (below C-) on any component of the comprehensive

examination will be required to take a final oral examination on the unsatisfactory section. Final oral examinations will not be required of students who score a pass or above on all areas of the written comprehensive examination.

A graduate student is eligible to complete final evaluations only after all coursework has been completed or the student is in the final term of enrollment. Per policy, they can also participate in comprehensive exams spring term if they have two or fewer courses to finish during the subsequent summer term. All incomplete grades must be changed to a letter grade before a student will be allowed to take his or her comprehensive examination. An exception is made if the outstanding incomplete grade is for a current student teaching grade, exit project or special individual study course. Examinations are offered every term except summer.

## Graduate Grading System (G-7)

The following grading scale is employed at the graduate level:

Excellent:	
	A
	A-
Normal graduate performance:	
	B+
	B
	B-
Below graduate standards:	
	C+
	C
	C-
Unsatisfactory performance:	
	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-11))
RP	Regular Progress (see Regular Progress Grades (W-2d))
W	Withdrawn
X	No grade received/no basis for grade (see X Grades (W-2e))

## Graduate Level Courses (G-8)

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

### 400/500 courses

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

### 500-level courses

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

Undergraduates of exceptional scholastic achievements may, 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 increased level of sophistication on developing skills in analysis, synthesis, and/or evaluation.

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

#### Purpose:

To allow qualified WOU undergraduate students that wish to pursue a graduate program at WOU immediately after completing their undergraduate degree the opportunity to apply graduate coursework towards the completion of their undergraduate and graduate 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 graduate 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 undergraduate and graduate 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 in the graduate 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 graduate program will be determined by the graduate program and academic regulation G-18.
- 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 graduate student applicable graduate tuition rates apply.

## **Graduate Student Expectations (G-9)**

Although grades of C+, C and C- are below the graduate standard, up to eight hours may be counted as credit toward a master's degree if the course(s) was/were taken through Western Oregon University. Grades below a B- cannot be transferred into a WOU graduate program from another accredited university or college. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

The graduate student must always maintain a B (3.00 GPA) average on the courses fulfilling the degree requirements (courses listed on the student's graduate program plan of study). A department/program can establish more rigorous policies concerning the use of C grades in a degree program and/or overall minimum GPA requirements. Grades of D or F indicate unacceptable work and carry no graduate credit. A graduate student whose overall GPA falls below 3.00 or receives a grade of D or F must submit a petition with a plan of remediation to the Graduate Studies Committee. The petition and plan of remediation must be approved by the student's adviser or program coordinator.

A grade of P/NC can be used by only a limited number of degree programs that have received special authorization and that can be counted as credit toward a graduate degree.

## **Graduation and Commencement (G-10)**

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

Commencement exercises at WOU take place once a year in June. Graduate students who are within one to two courses of completing degree requirements at Western Oregon University may participate in the Commencement ceremony if they have a plan on file in the Graduate Office indicating that those courses will be completed during the subsequent summer term and have approval of their adviser. Students must also have completed comprehensive exams

## **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 master's degree program. These courses must be pre-approved by the appropriate adviser. Fifteen credit hours of 506, 606, 507, 607, 508, 608, 509 and 609 courses may be included in a program. Additionally, there is a limit of nine credit hours of any one number.

## **Non-Admit Policy (G-12)**

Students who are working toward a planned program of graduate study, on or off campus, must file for admission as outlined above if they expect to complete licensure requirements or become candidates for a degree. Effective Fall 2014, allows a maximum number of 15 credits of non-admit graduate coursework to be applied to an endorsement, certificate, specialization, and/or degree program.

## **Petition Process (G-13)**

Students that receive more than 8 total credits of C's, more than 9 credits of incompletes, a GPA lower than 3.0 or a D/F grade will be removed from their program and required to petition for re-enrollment. This process is conducted at the end of each term and students will be notified immediately of their academic standing via email to their student account. Students are required to submit a petition via the General Graduate Student Petition form to the Graduate Office by the deadline given. Students that fail to meet the deadline can petition afterwards for reinstatement in the following term pending approval by the committee which is composed of three members of the graduate studies committee.

## **Re-enrollment (G-14)**

Students who have not enrolled in courses for more than three terms will have their student status inactivated. They will be required to submit a re-enrollment application along with adviser approval and a \$15 fee in order to enroll in courses or have their degree, endorsement, specialization or certificate recorded with the Graduate Office.

## **Residency Credit Requirement (G-15)**

All graduate programs will include at least 30 graduate credits from WOU.

## **Special Regulations Concerning Incomplete Grades (G-16)**

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 coursework (except for student teaching, internship, thesis, field study



and/or professional project) will have a hold placed on registration until a petition has been submitted to the dean of graduate studies and research and a remediation plan approved.

A student requesting a grade of incomplete and the course instructor issuing a grade of incomplete must both sign a contract that specifies:

1. The course assignments still needing to be submitted to remove the incomplete grade.
2. A timeline for completion of course requirements:
  - A student who has a grade of incomplete in a course that is a prerequisite for a subsequent course may not enroll in the subsequent course until the grade of incomplete is removed or must receive the permission of the instructor to be allowed to enroll into the subsequent course.
  - Any graduate program can decide to not allow a student to register for their final professional field experience (student teaching, internship, etc.) on the basis that incomplete grades have not been cleared before the beginning of the final professional field experience.

- The Graduate Office will not allow students to sit for their final comprehensive examination until past incomplete grades have been cleared.

## Time Limit to Complete Masters (G-17)

Coursework and requirements for a master's degree program must be completed within a period of five years. This includes all residence credit, all applicable transfer credit and required final evaluation. The five-year limit also applies to a thesis, field study, professional project or portfolio.

Students may petition the Dean of Graduate Studies and Research for a one-time, two-year extension for a maximum of seven years to complete their master's degree. Students can obtain the General Graduate Student Petition via the graduate website.

## Transfer Credits (G-18)

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 adviser, and should be submitted and approved early in the student's program to the Office of Graduate Programs. Transfer credits are subject to approval by the dean of graduate studies and research.

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 master's 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 master's degree. Eligible WOU credits applied toward a completed graduate certificate can be applied toward a subsequent master's degree without counting toward the pre-admission limits.

Credits from non-accredited colleges and universities cannot be used in a master's program.

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

# Undergraduate 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-admit undergraduate students.

Contact the Office of the Registrar for assistance with undergraduate and institutional academic regulations, located in the Lieuellen 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.

## **President's Honor Roll (U-2a)**

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

## **Dean's Honor Roll (U-2b)**

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

## **Good Standing (U-2c)**

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

## **Academic Warning (U-2d)**

When a student's GPA in any term falls below 2.00, the student is put on academic warning and is required to complete an online workshop or meet with an academic adviser in the Student Success and Advising Center. An academic standing hold will be placed on the student, which prevents the student from registering for courses until the student completes the required steps. If the student's term

and cumulative GPA improve to 2.00 or better in the next term, then the academic standing hold is lifted and the student is returned to good standing.

## **Academic Probation (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 probation and is required to meet with a student success specialist in the Student Success and Advising Center. An academic standing hold will be placed on the student, which prevents the student from registering for courses until the student completes the required steps. If the student's term and cumulative GPA improve to 2.00 or better in the next term, then the academic standing hold is lifted and the student is returned to good standing.

## **Continued Probation (U-2f)**

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

## **Suspension (U-2g)**

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

## **Subsequent 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; or petition successfully to the WOU review committee for a waiver from either of the above requirements. The committee's decision is final.

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

## **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 second bachelor's degree after completing their first bachelor's degree. To do so, the student must complete the following requirements:

- Fulfill all major requirements for the second degree, including a minimum of 36 additional undergraduate credit hours after earning the first degree (if it was from WOU). If the first degree was from another accredited institution, then the student must earn a minimum of 45 additional undergraduate

credit hours after earning the first degree.

- At least 75 percent of the additional credit hours must be earned at WOU.
- All course credit earned toward the second degree must be taken with an A-F grade option unless the course is only designated as P/NC grade option only.
- Students are not eligible to graduate with honors with a second bachelor's degree.

## Two Degrees (U-3c)

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

## 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-admitted student: Either a graduate or undergraduate enrolled for 8 or fewer credits, but not working toward a degree or licensure. A maximum of 15 credits of non-admit graduate coursework can be applied to an endorsement or degree program.

## 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 \$25 per credit at the Cashier's Office and return the form to the examining instructor. The fee is subject to change without notice.
- The examination may be verbal, written or performance variety or any combination. A score equivalent to a grade of A or B shall be interpreted as successful; the instructor shall notify the department chair of the examination score. The department chair shall return the completed form (with appropriate signatures) to the Registrar, who will notify the student. If the student has been successful, a grade of "P" will be entered on the student's record.
- A student who fails an exam may not re-apply for credit by examination for the same course.

## 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, D-	Below Average
F	Failure
P	Pass: Used in courses in which no letter grade is assigned.

S	Satisfactory: Students have 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.
RP	Regular Progress: Used only in courses that extend past the regularly scheduled end of term; these courses are identified as such in the course descriptions. When the coursework is completed, the instructor will submit a grade change to the appropriate letter grade.
I	Incomplete: An essential requirement of the course has not been completed for reasons acceptable to the instructor.
NC	No credit earned
X	No basis for grade: Used only if student failed to appear for the course or there is no basis for grading the student. The instructor must designate the last date of attendance, if any.
W	Withdrawal from a course after the fourth week of the term.
AU	Audit

## 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.

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 Commencement to students who have earned a cumulative WOU grade-point average of 3.50 or better as of the end of winter term immediately preceding the Commencement ceremony. Grade-point averages will be recalculated when all coursework is completed and the degree is conferred

and appropriate honors distinctions will be noted on the transcript.

To qualify for honors distinction, students must have completed at least 45 credit hours through WOU, with these credit hours graded on an A-F basis. Honors distinctions include *cum laude* for those students with a cumulative GPA between 3.50 and 3.64, *magna cum laude* for a cumulative GPA between 3.65 and 3.79 and *summa cum laude* for a cumulative GPA between 3.80 and 4.00. All honors distinctions are noted on the student's transcript.

## 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 who have earned course credits from other institutions recently before the intended term of graduation must request an official transcript from that institution be sent to WOU's Registrar by the deadline on the online Academic Calendar on the Office of the Registrar's website.

## 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 along with the required fee 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 calculation in the student's GPA). If this is not mentioned in the course description, the course can only be counted once.

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

## Registration for Repeated Courses (U-10b)

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

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

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

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.

# 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, economics, gerontology: aging and older adulthood, information science, liberal studies, psychology and early childhood studies (non-licensure).

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.

## 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 Requirement

---

## B.A.S. Core

### Foundational Skills

#### Credits: 24-30

- Mathematics (up to two classes, 4-8 credits)
- WR 121 College Writing I Credits: 4
- WR 122 College Writing II Credits: 4 \*
- Communication and Language (one class, 3-4 credits)
- Critical 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.S. in Liberal Studies Core

### Multi-disciplinary meta-cognition and integration; goal setting and planning; reflecting Credits: 6

- LS 300 Seminar on Multidisciplinary Learning Credits: 2
- LS 499 Capstone Credits: 4

- WR 122 College Writing II Credits: 4

Choose One:

- MTH 105 Math in Society Credits: 4
- MTH 110 Applied College Mathematics Credits: 4
- MTH 111 College Algebra Credits: 4

- Scientific Approaches (15-16 credits)
- Humanistic Approaches (15-16 credits)
- Creative Approaches (12 credits)
- Applied Approaches (15-16 upper division credits)

### Foundational Skills

#### Credits: 12

- WR 121 College Writing I Credits: 4

### Breadth - Approaches to Knowledge Credits: 57-60

### Electives Credits: 12-15

### Total Credits: 90\*

*\*No more than 30 lower division credits and at least 60 upper division credits*

## 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

- WR 122 College Writing 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

## Music Credits: 3

- MUS 160 Digital Music Notation Credits: 1

## Foundational Skills

### Credits: 4-12

- WR 121 College Writing I Credits: 4 (or demonstrated competency\*)

## Total Credits: 35-47

**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).

## 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 elective requirements in the following categories:

Exploratory Honors (4 courses required in 3 different subjects)

- HNR 300 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

## Honors Colloquia (2 courses required)

- HNR 406 Honors Colloquium Credits: **3-4**

**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 105 Math in Society **Credits: 4**
- MTH 110 Applied College Mathematics **Credits: 4**
- MTH 111 College Algebra **Credits: 4**
- MTH 112 Elementary Functions **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 243 Introduction to Probability and Statistics **Credits: 4**
- MTH 251 Calculus 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.

- WR 121 College Writing I **Credits: 4**

- WR 122 College Writing II **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**
- COM 100 Effective Communication **Credits: 4**
- COM 111 Principles of Public Speaking **Credits: 4**
- COM 112 Interpersonal Communication **Credits: 4**
- COM 211 Introduction to Mass Communication **Credits: 4**
- COM 212 Advertising and Society **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 101 First Year Spanish I **Credits: 4**
- SPAN 102 First Year Spanish II **Credits: 4**
- SPAN 103 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

- 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**
- EC 200 Introduction to Economic Perspectives **Credits: 4**
- ES 105 Discoveries in Earth Science **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**
- PHL 100 Critical Thinking: Informal Logic **Credits: 4**

- PHL 103 Introduction to Logic **Credits: 4**
- PS 193 Introduction to Model United Nations **Credits: 4**
- SOC 224 Introduction to Sociology: Research **Credits: 4**

## Health Promotion - 1 class, Credits: 4

Apply strategies for maintaining and improving health across the lifespan.

- BI 224 Health and Human Evolution **Credits: 4**
- CH 247 Foundations of Integrative Medicine **Credits: 4**
- GERO 200 The Aging Self: Your Pathway Through Adulthood **Credits: 4**
- HE 257 Health Promotion **Credits: 4**

## 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 230 Children's Literature in Diverse Classrooms **Credits: 3**
- ED 235 Literature for the Young Child **Credits: 3**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 3**
- FR 110 Introduction to French Literature in Translation **Credits: 4**
- GEOG 207 Geography and Film **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**
- LIT 201 Western Literature I **Credits: 4**
- LIT 202 Western Literature II **Credits: 4**
- MUEN 101 Concert Choir **Credits: 1**
- MUEN 102 Chamber Singers **Credits: 1**
- MUEN 103 University Band **Credits: 1**
- MUEN 111 Western Oregon Symphony **Credits: 1**
- MUEN 112 Wind Ensemble **Credits: 1**
- MUEN 113 Early Music Ensemble **Credits: 1**
- MUEN 120 Chamber Ensemble **Credits: 1**
- MUEN 121 Brass Chamber Ensemble **Credits: 1**

- MUEN 141 Percussion Ensemble **Credits: 1**
- MUEN 143 Guitar 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 163 Latin Jazz **Credits: 1**
- MUEN 170 Combo **Credits: 1**
- MUEN 171 Jazz Repertoire Combo **Credits: 1**
- MUEN 172 Hemisphere 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 104 Music in Film **Credits: 3**
- MUS 105 Magic of Mozart **Credits: 3**
- MUS 107 Introduction to Music and It's Literature **Credits: 3**
- MUS 111 Musicianship **Credits: 3**
- MUS 181 Voice Class I **Credits: 3**
- PHL 282 Philosophy of Art **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 251 Elements of Acting **Credits: 3**
- TA 252 Technical Theatre: Makeup **Credits: 3**
- TA 260 Basic Movement and Voice Development **Credits: 3**
- TA 343 Costume Design **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 134 Introductory Human Anatomy and Physiology **Credits: 4**
- BI 135 Introductory Human Anatomy and Physiology **Credits: 4**
- BI 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**

- CH 103 Allied Health Chemistry **Credits: 5**
- CH 104 Chemistry and the Environment **Credits: 4**
- CH 105 Consumer Chemistry **Credits: 4**
- CH 106 Scientific Advances in Medicine **Credits: 4**
- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**
- ES 104 Exploring the Physical Earth **Credits: 4**
- ES 106 Exploring the Oceans and Atmosphere **Credits: 4**
- ES 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**
- GEOG 105 Nature & Society **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- PH 201 General Physics **Credits: 4**
- PH 202 General Physics **Credits: 4**
- PH 203 General Physics **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**
- 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 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to Macroeconomics **Credits: 4**
- ED 200 Foundations of Education **Credits: 3**
- ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- GEOG 106 Sustainable World **Credits: 4**
- GEOG 107 People, Space and Place **Credits: 4**
- GERO 320 Introduction to Aging **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 201 History of the United States: Native American Cultures to Early 19th Century **Credits: 4**
- HST 202 History of the United States: Reform and Progress **Credits: 4**
- HST 203 History of the United States: First World War to the Present **Credits: 4**
- LIT 103 Literature and Society **Credits: 4**
- 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 201 General Psychology **Credits: 4**
- PSY 202 General Psychology **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 223 Introduction to Sociology: Theory **Credits: 4**
- SOC 225 Social Problems **Credits: 4**
- SPAN 245 Translanguaging: Spanglish as a Speech Community in US **Credits: 4**
- WR 300 Technical and Workplace Writing **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.

- 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 392 Applied Anthropology **Credits: 4**
- ANTH 396 Environmental Anthropology **Credits: 4**
- BA 362 Business Ethics **Credits: 3**
- CA 320 Documenting Society **Credits: 4**
- CJ 267 Social Research Writing **Credits: 4**
- CJ 445 Race and Social Justice **Credits: 4**
- COM 325 Intercultural Communication **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 420 Global Perspectives in Early Childhood Education **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- EXS 410 Sport Ethics **Credits: 4**
- GEOG 327 Popular Culture in Global Perspective **Credits: 4**
- GEOG 330 Geography and Social Justice **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 410 Global Issues **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**
- 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 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 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 493 Women in Oregon 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**
- 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 433 Health Care Politics and Policy **Credits: 4**
- PS 442 Peacebuilding and Public Policy **Credits: 4**
- PS 443 Great Peacemakers **Credits: 4**
- PS 478 Political Fiction and Film **Credits: 4**
- PS 492 Political Ideologies **Credits: 4**
- PSY 310 Building Resilience in Children **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.

- 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 370 Humans and the Environment **Credits: 4**
- BI 441 Human Heredity **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**
- COM 380 Environmental Communication **Credits: 4**
- COM 430 Social Media and Culture **Credits: 4**
- CS 340 Computer Ethics **Credits: 4**

- CS 422 Demystifying Computer Science: No Experience Required **Credits: 4**
- CSE 469 "Hey u up?": Tech, Culture, and (Maybe) Love **Credits: 3**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 420 Medical Geology **Credits: 4**
- GEOG 331 Environmental Justice **Credits: 4**
- GEOG 391 Biogeography **Credits: 4**
- GEOG 480 Nature in the American West **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 and Gender in Historical Perspective **Credits: 4**
- HST 496 Empire and Environment **Credits: 4**
- LIT 382 Cultural Trauma and Memory **Credits: 4**
- PHL 252 Medical Ethics **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**
- WR 401 Writing Across Media **Credits: 4**

# What's New

---

## Western Oregon University in Salem

Our location at 525 Trade Street in downtown Salem offers a fun and practical range of course offerings that can help you get your career started or help move it forward. The Salem location is perfect for working adults who want to enhance their careers, finish a degree or just learn something new.

With a path through General Education and selected upper-division courses offered at WOU: Salem, and our expanding array of online course offerings, a WOU undergraduate degree is more accessible than ever to

working adults who need flexible courses and programs that are offered when and where they need them. Two keystone programs are our Baccalaureate of Applied Sciences in Liberal Studies, the Master of Arts in Organizational Leadership and the Certificate in Professional Writing. In addition, you can take course work towards undergraduate degrees in Psychology, Criminal Justice, Business and Interdisciplinary Studies, and complete the Master's degree in Rehabilitation and Mental Health Counseling.

## New Academic Programs

## Undergraduate Programs:

- Criminal Justice, B.A.S.
- Cybercrime, Investigation and Enforcement, B.S.
- Economics & Mathematics, B.S.
- Healthcare Science Minor
- Professional Studies in the Deaf Community, B.A.S.

## Graduate Programs:

- Advanced Juvenile Justice Studies Certificate
- Social Justice Certificate

# College of Education

---

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

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

service organizations and businesses.

The College of Education includes the Division of Deaf Studies and Professional Studies, the Division of Health and Exercise Science and the Division of 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 Denise Thew Hackett  
[wou.edu/dsps/](http://wou.edu/dsps/)

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

Counseling; Rehabilitation Counseling; Deaf; Mental Health Counseling; Interpreting Studies; and Deaf and Hard of Hearing Education.

## 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 (RVEC) at 503-838-8322 or visit our website at [wou.edu/dsps/](http://wou.edu/dsps/).

# Education and Leadership Division

Division Chair Marie LeJeune  
[wou.edu/teachered/](http://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 two tracks:
  - Master of Arts in Teaching: Initial Secondary Licensure track with options for a variety of subject endorsements and preparation for middle and high school levels offered on a full-time and part-time basis through two different delivery models.
  - Master of Arts in Teaching: Initial Elementary Licensure track for elementary school teaching offered on a part-time basis through a hybrid model with 2-week on campus summer institutes.
- A Master of Science in Education program for

licensed teachers focused on developing teacher leaders with a variety of content areas including:

- Master of Science in Special Education
- Master of Science in Education focused on 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/](http://wou.edu/teachered/). Detailed information on teacher licensure, definitions and Oregon state testing requirements can be found at [wou.edu/teachered/](http://wou.edu/teachered/).

# Health and Exercise Science Division

Division Chair Gay Timken  
[wou.edu/hexs/](http://wou.edu/hexs/)

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

about a teaching endorsement in Health Education can be found at School Health Teacher Education, B.S. For further information about a teaching endorsement in Physical Education see Physical Education 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/](http://wou.edu/hexs/).

# College of Liberal Arts and Sciences

---

Dean Kathleen Cassity  
[wou.edu/las/](http://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.

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/](http://wou.edu/behavioralsciences/).

# Behavioral Sciences Division

Division Chair Ethan McMahan  
[wou.edu/behavioralsciences/](http://wou.edu/behavioralsciences/)

The Behavioral Sciences Division is responsible for majors and minors in Gerontology: Aging and Older Adulthood and Psychology.

## Mission

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

Programs in the division provide opportunities for professional

# Business and Economics Division

Division Chair Bojan Ilievski  
[wou.edu/business-economics/](http://wou.edu/business-economics/)

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

## Mission

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

## Program 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/](http://wou.edu/business-economics/).

# Computer Science Division

Division Chair Breeann Flesch  
[wou.edu/cs/](http://wou.edu/cs/)

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

## Mission

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

## Program Objectives

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

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

# Creative Arts Division

Division Chair David Janoviak  
[wou.edu/creativearts/](http://wou.edu/creativearts/)

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

## Mission

Each department emphasizes contemporary practices through a solid foundation of training. Creative work, analytical thinking and global

awareness are integrated into performance and production. Throughout their educational experience, students work to achieve high standards no matter which degree offering they choose to pursue. Every program in the division provides individualized instruction with opportunities for professional involvement, service to the community, public exhibition and performance.

## Program Objectives

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

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

# Criminal Justice Sciences Division

Division Chair Vivian Djokotoe  
[www.wou.edu/criminal-justice/](http://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/](http://wou.edu/humanities/)

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

## Mission

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

## Program Objectives

1. Provide students focused opportunities to investigate how culture is constructed and manifested in language.
2. Help students develop the creativity, critical thinking, written and oral skills necessary to maximize their

individual and professional development.

3. Encourage students to make connections across disciplines and cultures.

More detailed program information, including program admission requirements, can be obtained by contacting the division at 503-838-8408 or visit our website at [wou.edu/humanities/](http://wou.edu/humanities/). For students interested in teaching English, German or Spanish in Middle or High School, please follow these links:

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

## Natural Sciences and Mathematics Division

Division Chair Hamid Behmard  
[wou.edu/nsmath/](http://wou.edu/nsmath/)

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

## Mission

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

## Program Objectives

1. To help students internalize and apply both the scientific method and major scientific and mathematical concepts and principles.

2. To enhance students' reasoning and problem-solving skills.
3. To improve students' individual and collaborative skills in preparation for the global scientific and mathematical challenges of the 21st century.

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

The Social Science Division is responsible for majors and minors in Anthropology, Geography, 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, Planning, 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/](http://wou.edu/socialscience/).

# Graduate Programs

---

## 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, Dean of Graduate Studies and Research, the colleges' graduate faculty coordinators and members of the faculty who have been named by their divisions and approved by the Dean of Graduate Studies and Research.

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.

# Undergraduate Programs

---

## American Sign Language Studies, B.A.

**Coordinator:** Lyra Behnke

**Assistant professor:** Kara Gournaris

## 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 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 \***
- 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 205 Introduction to ASL Studies **Credits: 3**
- 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 330 Special Topics in American Sign Language **Credits: 4**
- ASL 353 Linguistics of ASL **Credits: 3**
- ASL 413 American Sign Language  
Cherology/Phonology **Credits: 3**
- ASL 414 American Sign Language Morphology **Credits: 3**
- ASL 415 American Sign Language Syntax and Semantics **Credits: 3**
- ASL 420 Sociolinguistics of Deaf Communities **Credits: 3**
- ASL 456 First and Second Language Acquisition:  
Deaf and Hard of Hearing **Credits: 3**

## Elective Credits: 20

Choose 20 credits from any ASL prefix courses or other electives approved by ASL Studies major advisor.

Total Credits: 88

## Aquarium Science, B.S.

### Mission

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 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**
- CH 104 Chemistry and the Environment **Credits: 4**
- ES 106 Exploring the Oceans and Atmosphere **Credits: 4**
- ES 331 Introduction to Oceanography **Credits: 3**
- MTH 110 Applied College Mathematics **Credits: 4**  
or MTH 111 College Algebra **Credits: 4**

### Choose Four

- BI 317 Vertebrate Natural History **Credits: 4**
- BI 343 Analysis of Biological Data **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**

### Business and Entrepreneurship

- BA 211 Financial Accounting **Credits: 4**
- BA 310 Principles of Marketing **Credits: 3**

- BA 315 Financial Management **Credits: 3**
- BA 361 Organizational Behavior **Credits: 3**
- BA 362 Business Ethics **Credits: 3**
- BA 370 Business and Society **Credits: 3**
- ENT 350 Small Business Management **Credits: 3**

#### 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 186 Introduction to Scientific Diving Credits: 3
- 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: 4
- AQS 270 Fish & Invertebrate Health Management Credits: 4
- AQS 295 Aquarium Science Internship Credits: 12

**Total Credits: 118-120**

#### Note:

Western Oregon University has an undergraduate graduation requirement stipulating that 45 of the last 60 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 60 credits of the degree.

## Art & Design, B.A.

**Professors:** Jennifer Bracy, Jodie Garrison, Rebecca McCannell, Diane Tarter

**Associate professors:** Michael Freeman, Mary Harden, Daniel Tankersley, Garima Thakur

**Assistant professor:** 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. (ULO- Inquiry and Analysis)
3. Integrate vision, language, form, and materials for communication and self-expression. (ULO- Integrative Learning)

## 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.

## Upper Division Studio Credits: 36

See adviser. Take 36 credits of 300- and/or 400-level Art and Design courses, may include 300- and/or 400-level Art History.

## 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, Jodie Garrison, Rebecca McCannell, Diane Tarter

**Associate professors:** Michael Freeman, Mary Harden, Daniel Tankersley, Garima Thakur

**Assistant professor:** Peter Hoffeker-Mejia

## Mission

To foster advanced undergraduate study in 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

100-Level Foundation Course 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 Introductory Course Credits: 16

See advisor. Minimum of 16 credits of 200-level Art & Design studio courses. Choose courses that are prerequisites for the Upper Division courses you plan to take.

- A 220 Introduction to Typography **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**

## Art History Credits: 20

- 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**

Plus 300- and/or 400-level Art History Credits: 8

- 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**

Other Required Course Credits: 6

- A 410 Critique & Seminar **Credits: 2**
- A 419 Professional Concerns **Credits: 4**  
or A 429 Portfolio & Professional Preparation **Credits: 4**

## Upper Division Elective Credits: 52

See advisor. Minimum of 52 credits of any 300-level and/or 400-level Art courses\*

Up to 4 additional credits of A 410 Critique & Seminar and up to 2 credits of A 318 Gallery Internship may be applied here.

\*Note: This category may include any of our regularly scheduled 300- and 400-level art courses (courses with an 'A' prefix) and any of the following: BFA Thesis Project, A 413 International Studio Art Study, A 412 Practicum, A 399 Special Studies, A 499 Special Individual Studies, and any additional Art History Courses not counted towards Art History Requirement.

## Total Credits: 110

### Note:

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

## 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, Jodie Garrison, Rebecca McCannell, Diane Tarter

**Associate professors:** Michael Freeman, 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. (ULO- Inquiry and Analysis)

3. Integrate vision, language, form, and materials for communication and self-expression. (ULO- Integrative learning)

## 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.

## 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, Sarah Boomer, Erin Baumgartner, Bryan Dutton, Karen Haberman, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck

**Associate professors:** Ava Howard

**Assistant 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 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**
- BI 314 Introductory Genetics **Credits: 4**
- BI 315 Cell Biology **Credits: 4**
- BI 316 Evolution **Credits: 4**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 331 General Microbiology **Credits: 4**
- BI 357 General Ecology **Credits: 4**
- BI 419 Biology Teaching Practicum **Credits: 2**
- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**

## Choose One

- BI 343 Analysis of Biological Data **Credits: 4**
- MTH 243 Introduction to Probability and Statistics **Credits: 4**

## Choose One Inquiry/Organismal Course

- BI 360 Animal Behavior **Credits: 4**
- BI 361 Marine Ecology **Credits: 5**

## 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

- Cannot be the course selected for inquiry/organismal
- BI 317 Vertebrate Natural History **Credits: 4**
- 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 310 Environmental Geochemistry **Credits: 3**
- CH 320 Introduction to Forensic Science **Credits: 3**
- CH 361 Energy, Resources and the Environment **Credits: 3**
- CH 371 Environmental Chemistry **Credits: 3**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 341 Geographic Information Systems I **Credits: 4**
- ES 431 Paleobiology **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- PH 201 General Physics **Credits: 4**

**Total Credits: 76-80**

## 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, Sarah Boomer, Erin Baumgartner, Bryan Dutton, Karen Haberman, Kristin Latham-Scott, Michael LeMaster, Stephen Scheck

**Associate professors:** Ava Howard

**Assistant 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 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**
- 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 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**

## Choose One Field Biology Course

- BI 317 Vertebrate Natural History **Credits: 4**
- 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: 4**
- 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 112 Elementary Functions **Credits: 4**
- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **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: 83-123**

## 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.

## Business, B.S.

**Professors:** Keven Malkewitz

**Associate professor:** Bojan Ilievski

**Assistant professor:** 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 131 Introduction to Business Computing **Credits: 3**
- BA 211 Financial Accounting **Credits: 4**
- BA 213 Managerial Accounting **Credits: 4**
- BA 230 Introduction to Business Law **Credits: 3**
- BA 240 Quantitative Business Methods **Credits: 4**  
or MTH 241 Calculus for Social Science I **Credits: 4**
- BA 243 Business Statistics **Credits: 4**  
or MTH 243 Introduction to Probability and Statistics **Credits: 4**

- BA 310 Principles of Marketing **Credits: 3**
- BA 315 Financial Management **Credits: 3**
- BA 325 Portfolio Management **Credits: 3**
- BA 361 Organizational Behavior **Credits: 3**
- BA 362 Business Ethics **Credits: 3**
- BA 367 Regression Analysis **Credits: 3**
- BA 368 Introduction to Operations Research **Credits: 3**
- BA 411 Marketing Strategy **Credits: 3**
- BA 490 Operations Management **Credits: 3**
- BA 491 Strategic Management **Credits: 3**

## 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: 24

24 credits in Business, Economics or Entrepreneurship

Within these 24 upper division credits, students wishing to obtain a concentration in Accounting, Finance, International Business, Management or Marketing will select from designated courses as follow:

## Choose One Concentration (Optional)

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

## Total Credits: 80

### 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.

## Accounting Concentration

## Core Courses



- BA 317 Intermediate Accounting I **Credits: 4**
- BA 318 Intermediate Accounting II **Credits: 4**
- BA 319 Intermediate Accounting III **Credits: 4**
- BA 431 Federal Income Tax I **Credits: 4**
- BA 451 Auditing **Credits: 4**

Choose One

- BA 421 Cost Accounting **Credits: 4**
- BA 432 Federal Income Tax II **Credits: 4**

**Total Credits: 24**

## Finance Concentration

### Core Courses

Choose 12 credits from:

- BA 316 Advanced Financial Management **Credits: 3**
- BA 340 Business Forecasting **Credits: 4**
- BA 420 Securities Analysis **Credits: 3**
- BA 424 Capital Budgeting **Credits: 3**
- BA 427 Small Business Finance **Credits: 3**
- BA 438 Real Estate Investment **Credits: 3**
- BA 478 Topics in Finance **Credits: 3**
- BA 485 International Finance **Credits: 3**

**Total Credits: 12**

## International Business Concentration

### Core Courses

Choose 12 credits from:

- BA 484 International Management **Credits: 3**
- BA 485 International Finance **Credits: 3**
- BA 486 International Marketing **Credits: 3**
- BA 487 International Law **Credits: 3**
- 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: 3**
- BA 392 Management of Diversity **Credits: 3**
- BA 474 Business Leadership **Credits: 3**
- BA 484 International Management **Credits: 3**
- BA 492 Total Quality Management **Credits: 3**
- BA 495 Organization Design **Credits: 3**
- ENT 330 Planning and Creating New Ventures **Credits: 3**
- ENT 350 Small Business Management **Credits: 3**

## Marketing Concentration

### Core Courses

- BA 410 Marketing Research **Credits: 3**
- BA 415 Integrated Marketing Communications **Credits: 3**
- BA 435 Consumer Behavior **Credits: 3**

### Elective Credits: 9

- BA 311 Personal Selling **Credits: 3**
- BA 345 Digital Marketing **Credits: 4**
- BA 412 New Product Development **Credits: 3**
- BA 414 Sports Marketing **Credits: 3**
- BA 477 Topics in Marketing **Credits: 3**
- BA 486 International Marketing **Credits: 3**
- Experiential Learning (Up to six credits from BA 399, BA 406, BA 407, and BA 409)

**Total Credits: 18**

## Chemistry Teacher Education, B.S.

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

### 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 211 Principles of Biology: Cells and Genetics **Credits: 4**
- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**
- CH 312 Quantitative Analysis **Credits: 4**
- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- CH 340 Elementary Physical Chemistry **Credits: 4**
- CH 350 Chemical Literature **Credits: 1**
- CH 409 Practicum **Credits: 1-9 Credits: 1**

- CH 450 Biochemistry I **Credits: 3**
- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**

### Choose One

- 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

- CH 320 Introduction to Forensic Science **Credits: 3**  
and CH 320L Lab: Introduction to Forensic Science **Credits: 1**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**

**Total Credits: 68**

### Note:

MTH 112 is the prerequisite for MTH 251. 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.

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

## 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

- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**
- CH 312 Quantitative Analysis **Credits: 4**
- CH 313 Instrumental Analysis **Credits: 4**
- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- CH 350 Chemical Literature **Credits: 1**
- CH 365 Materials Chemistry **Credits: 3**
- CH 407 Seminar **Credits: 1**
- CH 450 Biochemistry I **Credits: 3**
- CH 461 Experimental Chemistry **Credits: 3**
- CH 462 Experimental Chemistry **Credits: 3**

- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**

## Choose One Concentration

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

**Total Credits: 89-124**

## Communication Studies, B.A.

**Professor:** Emily Plec

**Associate professors:** Paula Baldwin, Dana Schowalter

**Assistant professor:** Alexander Curry

## 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

**Foundations Credits: 16**

- COM 100 Effective Communication **Credits: 4**
- COM 112 Interpersonal Communication **Credits: 4**
- COM 211 Introduction to Mass Communication **Credits: 4**
- COM 212 Advertising and Society **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 111 Principles of Public Speaking **Credits: 4**
- COM 113 Digital Advocacy **Credits: 4**
- COM 312 Public Relations Communication **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 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**

## 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 Rhetoric, Race, Resistance **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: 12

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.

### Computer Science

**Professors:** Breeann Flesch, Jie Liu, Becka Morgan, Scot Morse

**Associate professor:** Thaddeus Shannon

**Assistant professor:** Lucas Cordova

### 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. Demonstrate expertise in software engineering practices.

2. Master software development and project management tools consistent with current industry standards.
3. Exhibit autodidactic qualities through individual studies, group projects and research opportunities.

## Mathematics

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancezza, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

### Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

### Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

## Core Courses

### Mathematics

- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**
- MTH 253 Calculus III: 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 and Networking **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**
- MTH 401 Introduction to Senior Project **Credits: 1**  
and MTH 403 Senior Project I **Credits: 4**  
and MTH 404 Senior Project II **Credits: 3**

## 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:** Breeann Flesch, Jie Liu, Becka Morgan, Scot Morse

**Associate professor:** Thaddeus Shannon

**Assistant professor:** Lucas Cordova

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

## 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 and Networking **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 251 Calculus I **Credits: 4**  
and MTH 252 Calculus II **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 405 )
- Cultural Study: 11-12 (choose at least three of the following courses: ANTH 216, ANTH 370, ANTH 372, GEOG 107, GEOG 327, GEOG 330, GEOG 411, GEOG 433, SSC 201, SOC 225, 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, GEOG 341, 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:** Breeann Flesch, Jie Liu, Becka Morgan, Scot Morse

**Associate professor:** Thaddeus Shannon

**Assistant professor:** Lucas Cordova

## 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. Demonstrate expertise in software engineering practices.

2. Master software development and project management tools consistent with current industry standards.
3. Exhibit autodidactic qualities through individual studies, group projects and research opportunities.

## 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 and Networking **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 400, excluding CS 422

## Mathematics

- MTH 231 Elements of Discrete Mathematics I **Credits: 4**  
and MTH 232 Elements of Discrete Mathematics II **Credits: 4**

or

- MTH 251 Calculus I **Credits: 4**  
and MTH 252 Calculus II **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.

## Criminal Justice, B.A.S.

**Professors:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** 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 Social Research Writing **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 Social Justice **Credits: 4**
- CJ 446 Race and American Law Enforcement **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:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** 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 Social Research Writing **Credits: 4**
- CJ 327 Research Methods in Criminal Justice **Credits: 4**
- CJ 331 Police and Community: Policy Perspective **Credits: 4**
- CJ 427 Quantitative Methods in Criminal Justice **Credits: 4**
- CJ 445 Race and Social Justice **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- CJ 453 Corrections **Credits: 4**
- CJ 407 Senior Capstone Seminar **Credits: 4**
- CJ 409 Practicum **Credits: 4-8 Credits: 4**

## Choose One

Choose one of the following options to complete your degree:

### Option 1: Elective Credits: 20

Select 20 upper division credits from Criminal Justice electives or any combination of Social Science courses. This may include an additional 4 credits of CJ 409. Students not pursuing a concentration and electing to take a minor within Criminal Justice cannot count these courses in their minor requirements. Students pursuing a concentration may not also pursue a minor in their chosen concentration.

### Option 2: Choose One Concentration

- Juvenile Justice Concentration
- Homeland Security and Community Preparedness Concentration
- Forensic Anthropology Concentration
- Law Enforcement Concentration

- Corrections Concentration

**Total Credits: 72**

**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 upper division Criminal Justice classes that will be substituted for their practicum credits.

## Corrections Concentration

### Core Courses

Choose Five

- CJ 310 Report Writing **Credits: 4**
- CJ 435 Gender, Crime and Justice **Credits: 4**
- CJ 436 Minorities, Crime, Social Policy and Social Control **Credits: 4**
- CJ 438 Native Americans, Culture and the Criminal Justice System **Credits: 4**
- CJ 444 Restorative Justice **Credits: 4**
- CJ 449 Youth Gangs in American Society **Credits: 4**
- CJ 452 Criminal Procedure **Credits: 4**
- CJ 454 Parole and Probation **Credits: 4**
- CJ 455 Correctional Casework and Counseling **Credits: 4**
- CJ 457 Motivational Interviewing: Helping People Change **Credits: 4**

**Total Credits: 20**

## Forensic Anthropology Concentration

### Core Courses

Choose Five

- 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**  
or ANTH 328 Forensic Osteology **Credits: 4**
- CJ 415 Forensics in the Media **Credits: 4**
- CJ 443 Advanced Forensic Anthropology **Credits: 4**  
or ANTH 443 Advanced Forensic Anthropology **Credits: 4**

**Total Credits: 20**

## Homeland Security and Community Preparedness Concentration

### Core Courses

Choose Five

- CJ 220 Introduction to Homeland Security **Credits: 4**
- CJ 320 Operations Administration in Homeland Security Practices **Credits: 4**
- CJ 420 Leadership in Homeland Security **Credits: 4**
- CJ 421 Policy Analysis in Criminal Justice **Credits: 4**
- CJ 425 Program Evaluation/Participation **Credits: 4**
- CJ 437 Comparative International Homeland Security Programs **Credits: 4**
- CJ 438 Native Americans, Culture and the Criminal Justice System **Credits: 4**

**Total Credits: 20**

## Juvenile Justice Concentration

### Core Courses

Choose Five

- CJ 411 Families and Youth Crime **Credits: 4**
- CJ 444 Restorative Justice **Credits: 4**
- CJ 449 Youth Gangs in American Society **Credits: 4**
- CJ 451 Youth, Crime and Society **Credits: 4**
- CJ 461 Youth Immigration and Crime **Credits: 4**
- CJ 463 Topics on Juvenile Issues **Credits: 4**

**Total Credits: 20**

## Law Enforcement Concentration

## Core Courses

### Choose Five

- CJ 310 Report Writing **Credits: 4**
- CJ 351 Police Organization & Administration **Credits: 4**
- CJ 423 Management of Law Enforcement Organizations **Credits: 4**
- CJ 436 Minorities, Crime, Social Policy and Social Control **Credits: 4**
- CJ 446 Race and American Law Enforcement **Credits: 4**
- CJ 456 Contemporary Issues in Criminal Justice **Credits: 4**

Total Credits: 20

## Cybercrime, Investigation and Enforcement, B.S.

**Professors:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

### 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**
- 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 CJ, CIE or IS. This may include an 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 110 Transition to WOU Dance **Credits: 1**
- 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 410 Capstone and Careers In Dance **Credits: 2**
- D 451 Dance Production **Credits: 3**
- D 451L Dance Production Lab **Credits: 1**
- D 455 Group Choreography **Credits: 3**
- D 456 Choreography for the Camera **Credits: 3**
- D 460 Dance and Technology **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 - F **Credits: 2**

- D 281 Intermediate Modern Dance - W **Credits: 2**
- D 282 Intermediate Modern Dance - S **Credits: 2**
- D 380 Pre-Advanced Modern Dance - F **Credits: 2**
- D 381 Pre-Advanced Modern Dance - W **Credits: 2**
- D 382 Pre-Advanced Modern Dance - S **Credits: 2**
- D 480 Advanced Modern Dance - F **Credits: 2**
- D 481 Advanced Modern Dance - W **Credits: 2**
- D 482 Advanced Modern Dance - S **Credits: 2**

## Choose Six

- D 285 Intermediate Ballet - F **Credits: 2**
- D 286 Intermediate Ballet - W **Credits: 2**
- D 287 Intermediate Ballet - S **Credits: 2**
- D 385 Pre-Advanced Ballet - F **Credits: 2**
- D 386 Pre-Advanced Ballet - W **Credits: 2**
- D 387 Pre-Advanced Ballet - S **Credits: 2**
- D 485 Advanced Ballet - F **Credits: 2**
- D 486 Advanced Ballet - W **Credits: 2**
- D 487 Advanced Ballet - S **Credits: 2**

## Choose Four

- D 277 Intermediate Hip-Hop - F **Credits: 2**
- D 278 Intermediate Hip-Hop - W **Credits: 2**
- D 279 Intermediate Hip-Hop - S **Credits: 2**
- D 288 Intermediate Jazz Dance - F **Credits: 2**
- D 289 Intermediate Jazz Dance - W **Credits: 2**
- D 290 Intermediate Jazz Dance - S **Credits: 2**

## Choose One Concentration (Optional)

- Dance Education and Studio Management Concentration
- Dance Film and Technology Concentration
- Dance Performance and Choreography Concentration

**Total Credits: 80-86**

## Dance Education and Studio Management Concentration

**Advisers:** Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

## Core Courses

### Choose Two

- 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: 6

## Dance Film and Technology Concentration

**Advisers:** Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

## Core Courses

### Choose Two

- D 300 Human Movement Analysis **Credits: 3**
- D 330 Rhythmic Awareness **Credits: 3**
- D 406 Independent Studies in Dance **Credits: 1-3**  
Credits: 3
- D 409 Internship **Credits: 1-3** Credits: 3

Total Credits: 6

## Dance Performance and Choreography Concentration

**Advisers:** Timothy Cowart, Cynthia Gutierrez-Garner, Amy McDonnell, Darryl Thomas

## Core Courses

### Choose Two

- 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: 6

## Earth and Environmental Science, B.A.

**Professors:** Jeffrey Myers, Stephen Taylor, Jeffrey Templeton

**Assistant 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 104 Chemistry and the Environment **Credits: 4**
- ES 301 Earth Materials **Credits: 4**
- ES 340 Geospatial Techniques **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 491 Stratigraphy and Depositional Systems **Credits: 4**
- ES 497 Senior Seminar **Credits: 2**
- MTH 110 Applied College Mathematics **Credits: 4**

## Choose Three Fundamental Geology Courses

- ES 104 Exploring the Physical Earth **Credits: 4**
- ES 106 Exploring the Oceans and Atmosphere **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 431 Paleobiology **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 Geology **Credits: 4**

## Choose Two Upper Division Environmental Science Courses

- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 390 Basic Meteorology **Credits: 3**
- ES 420 Medical Geology **Credits: 4**
- ES 460 Energy and Mineral Resources **Credits: 3**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- GEOG 321 Field Geography **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 390 Global Climate Change **Credits: 4**
- GEOG 393 Soils Geography **Credits: 4**
- GEOG 470 Energy, Environment and Society **Credits: 4**

Total Credits: 66-70

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:** Jeffrey Myers, Stephen Taylor, Jeffrey Templeton  
**Assistant 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 201 Principles of Geology **Credits: 4**
- ES 202 Principles of Geology **Credits: 4**
- ES 203 Principles of Geology **Credits: 4**
- 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 Stratigraphy and Depositional Systems **Credits: 4**
- ES 497 Senior Seminar **Credits: 2**

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 104 Chemistry and the Environment **Credits: 4**
- MTH 111 College Algebra **Credits: 4**
- MTH 243 Introduction to Probability and Statistics **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 431 Paleobiology **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 Geology **Credits: 4**

### Choose Two Upper-Division Environmental Science Courses

- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- ES 324 Living With Earthquakes and Volcanoes **Credits: 4**
- ES 390 Basic Meteorology **Credits: 3**
- ES 420 Medical Geology **Credits: 4**
- ES 460 Energy and Mineral Resources **Credits: 3**
- ES 470 River Environments of Oregon **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 476 Hydrology **Credits: 4**
- GEOG 321 Field Geography **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 390 Global Climate Change **Credits: 4**
- GEOG 393 Soils Geography **Credits: 4**
- GEOG 470 Energy, Environment and Society **Credits: 4**

### Concentration (Optional)

- Pre-Graduate Studies Concentration

**Total Credits: 74-108**

### 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.

## Economics & Mathematics, B.S.

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton, Zenon Zygmunt

**Associate professors:** Matthew Ciancetta, Bojan Ilievski, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

### 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 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to 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 251 Calculus I **Credits: 4 \***
- MTH 252 Calculus II **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 112 is the prerequisite for MTH 251.

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, Scott Beaver, Hamid Behmard, Laurie Burton, Zenon Zygmunt

**Associate professors:** Matthew Ciancecetta, Bojan Ilievski, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

## 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 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to 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 251 Calculus I **Credits: 4 \***
- MTH 252 Calculus II **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 112 is the prerequisite for MTH 251.

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 Zygmunt  
**Associate professor:** Bojan Ilievski

### Mission

Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

### Learning Outcomes:

1. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
2. Demonstrate quantitative literacy in the context of economic behavior.
3. Use appropriate writing methods to effectively communicate economic concepts.

### Core Courses

- EC 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to 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 111 College Algebra **Credits: 4**

### Choose One

- BA 243 Business Statistics **Credits: 4**
- MTH 243 Introduction to Probability and Statistics **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 (18)
- Educational Methods (24-29)
- Field Experience and Reflective Practice (6)

## 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: 3**  
or ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 230 Children's Literature in Diverse Classrooms **Credits: 3**  
or ED 240 Young Adult Literature in Diverse Classrooms **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**  
or ED 233 Applied Adolescent Learning and Development **Credits: 3**  
or ED 242 Applied Children's Learning and Development **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**
- ED 421 Technology Integration **Credits: 3**  
or ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**

### Educational Method Credits: 24-29

Choose Four

- ARE 433 Art Education **Credits: 3**  
and MUE 318 Music for the Classroom Teacher **Credits: 3**

- EXS 433 Physical Education in the Elementary School **Credits: 4**  
and HE 351 School Health Programs Elementary **Credits: 4**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**  
and LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**
- ED 325 Elementary Science Methods **Credits: 3**  
and GS 325 Learning Science Through Scientific Practices **Credits: 3**
- ED 353 Elementary Mathematics Methods **Credits: 3**  
and MTH 396 Elementary Problem Solving **Credits: 3**
- ED 352 Elementary Social Studies Methods **Credits: 3**  
and PS 375 Scope and Methods of Political Science **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**  
and SOC 390 Critique of Education and Critical Pedagogy **Credits: 3**

**This course would be beneficial to educators in part because of its focus on analysis of primary sources appropriate for course content.**

- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**  
and ED 483 Culture, Community and the ESOL/Bilingual Classroom **Credits: 3**
- GEOG 384 Qualitative Research Methods **Credits: 4**  
and SOC 327 Social Research Methods **Credits: 4**

### Field Experience and Reflective Practice

- ED 407 Seminar **Credits: 1-15** Credits: 3
- ED 409 Practicum **Credits: 1-12** Credits: 3

**Total Credits: 63-68**

## Education, Early Childhood Studies (Non-Licensure), B.A.S./B.S.

**Professors:** Mary Bucy, Carmen Cáceda, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloë Hughes, Marie LeJeune, Adele Schepige, Dana Ulveland  
**Associate professors:** Kenneth Carano, Xiaopeng Gong, Melanie Landon-Hays, Cindy Ryan, Joshua Schulze, Alicia Wenzel, Greg Zobel

**Assistant professors:** Andrea Emerson, Jaclyn Hernandez, Katrina Hovey, Annie Ittner, Kristen Pratt

## 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 8 years.

## 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 (Non-Licensure), B.A.S.

## Core Courses

- ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- ED 235 Literature for the Young Child **Credits: 3**
- ED 245 Designing Early Childhood Environments (birth-4th grade) **Credits: 3**
- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 280 Infant and Toddler Development **Credits: 3**
- ED 283 Introduction to Observation and Assessment in Early Childhood **Credits: 3**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**

- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 350 Emergent Literacy **Credits: 3**
- ED 354 ECE Numeracy & Mathematics **Credits: 3**
- ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 385 Infant and Toddler Observation and Assessment **Credits: 3**
- ED 409 Practicum **Credits: 1-12 Credits: 6**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**
- ED 427 Professional Development: Early Childhood Studies Capstone **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**
- ED 472 Trauma Informed Practices in Early Childhood **Credits: 3**

## Elective Credits: 18

Working closely with their advisor, students will choose electives that support their career path and count towards their major. This may include courses that complete the B.A.S. General Education core.

## Total Credits: 90

## Note

An AAS in Early Childhood or related field is highly recommended. Students will need to work closely with Early Childhood advisors to map major.

## Education, Early Childhood Studies (Non-Licensure), B.S.

## Core Courses

- ED 220 Introduction to Early Childhood Education **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- ED 235 Literature for the Young Child **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**

- ED 283 Introduction to Observation and Assessment in Early Childhood **Credits: 3**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 350 Emergent Literacy **Credits: 3**
- ED 354 ECE Numeracy & Mathematics **Credits: 3**
- ED 368 Science & Social Studies in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**

## Humanities/Language Arts

### Choose One

- LING 209 Introduction to Language Study **Credits: 4**
- LING 310 Introduction to Linguistics **Credits: 4**

## Early Childhood Elective Credits: 18

Select six of the following education courses from the following:

- ED 285 Introduction to Families **Credits: 3**
- ED 340 Standing on the Shoulders of Giants: History & Theories of Early Childhood Education **Credits: 3**
- ED 357 Approaches to Early Childhood Education: Montessori, Reggio Emilia, & Waldorf/Critical Issues in Early Childhood **Credits: 3**
- ED 369 Critical Issues in Early Childhood **Credits: 3**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**
- ED 420 Global Perspectives in Early Childhood Education **Credits: 3**
- ED 425 Early Childhood Policy and Advocacy **Credits: 3**
- ED 482 Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 483 Culture, Community and the ESOL/Bilingual Classroom **Credits: 3**
- ED 484 First and Second Language Acquisition and Educational Linguistics **Credits: 3**

## 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**
- GEOG 105 Nature & Society **Credits: 4**
- GEOG 106 Sustainable World **Credits: 4**
- GEOG 107 People, Space and Place **Credits: 4**
- GS 325 Learning Science Through Scientific Practices **Credits: 3**
- HST 201 History of the United States: Native American Cultures to Early 19th Century **Credits: 4**
- HST 202 History of the United States: Reform and Progress **Credits: 4**
- HST 203 History of the United States: First World War to the Present **Credits: 4**
- LING 309 The Language and Writing of Early Learners **Credits: 4**
- 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**
- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **Credits: 4**
- PSY 201 General Psychology **Credits: 4**
- PSY 202 General Psychology **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 223 Introduction to Sociology: Theory **Credits: 4**
- SOC 225 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 411 Clinical Experience I **Credits: 3**
- ED 443 Supporting Language, Literacy and Culture **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 464 Families & Community Involvement in Early Childhood Education **Credits: 3**

### Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 409 Practicum **Credits: 1-12** Credits: 3
- ED 448 Early Childhood Curriculum (birth- 4th grade) **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 466 Technology in Inclusive Early Childhood Environments **Credits: 3**

### Term III

- ED 409 Practicum **Credits: 1-12** Credits: 3-6
- ED 427 Professional Development: Early Childhood Studies Capstone **Credits: 3**
- ED 429 Professional Development Seminar III **Credits: 2**
- ED 485 Early Childhood Education: Leadership and Administration **Credits: 3**

Total Credits: 128-131

## Education, Early Childhood/Elementary Teaching Preparation, B.S.

**Professors:** Mary Bucy, Carmen Cáceda, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloë Hughes, Marie LeJeune, Adele Schepige, Dana Ulveland

**Associate professors:** Kenneth Carano, Xiaopeng Gong, Melanie Landon-Hays, Cindy Ryan, Joshua Schulze, Alicia

Wenzel, Greg Zobel

**Assistant professors:** Andrea Emerson, Jaclyn Hernandez, Katrina Hovey, Annie Ittner, Kristen Pratt

## 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 230, 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](http://wou.edu/educationtests).

### Creative Arts

- ARE 433 Art Education **Credits: 3**

### Education

- ED 230 Children's Literature in Diverse Classrooms **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**

- ED 242 Applied Children's Learning and Development **Credits: 3**
- ED 325 Elementary Science Methods **Credits: 3**
- ED 352 Elementary Social Studies Methods **Credits: 3**
- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**
- ED 464 Families & Community Involvement in Early Childhood Education **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**

### Choose One

- ED 200 Foundations of Education **Credits: 3**
- ED 220 Introduction to Early Childhood Education **Credits: 3**

### Choose One

- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**

### Choose One

- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 245 Designing Early Childhood Environments (birth-4th grade) **Credits: 3**
- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 3**
- ED 280 Infant and Toddler Development **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**

## Health

### Choose One

- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- HE 351 School Health Programs Elementary **Credits: 4**

## Humanities/Language Arts

- LING 314 Language Study for Elementary/Middle Teachers **Credits: 4**

### Choose One

- 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 \***
- MTH 396 Elementary Problem Solving **Credits: 3**

### Choose One

- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 3**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 3**
- MTH 394 Introduction to Geometry for Elementary Teachers **Credits: 3**
- MTH 398 Discrete Mathematics for Elementary and Middle School Teachers **Credits: 3**
- MTH 495 Calculus Concepts for Middle School Teachers **Credits: 3**

## Physical Education

- EXS 433 Physical Education in the Elementary School **Credits: 4**

## Psychology

- 3-4 credits of Psychology

## Science

- BI 101 General Biology: The Diversity of Life **Credits: 4**

- GS 325 Learning Science Through Scientific Practices **Credits: 3**

### Choose Two

- ES 104 Exploring the Physical Earth **Credits: 4 \***
- ES 105 Discoveries in Earth Science **Credits: 4 \***
- ES 106 Exploring the Oceans and Atmosphere **Credits: 4 \***

## Social Science

### Choose One

- GEOG 105 Nature & Society **Credits: 4 \***
- GEOG 106 Sustainable World **Credits: 4 \***
- GEOG 107 People, Space and Place **Credits: 4 \***

### Choose Two

- HST 201 History of the United States: Native American Cultures to Early 19th Century **Credits: 4 \***
- HST 202 History of the United States: Reform and Progress **Credits: 4 \***
- HST 203 History of the United States: First World War to the Present **Credits: 4 \***

### Choose One

- PS 201 American National Government **Credits: 4**
- PS 202 State and Local Government **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: 3**
- ED 443 Supporting Language, Literacy and Culture **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**

### Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 444 Content Literacy **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**

### Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 156-158

## Education, Elementary/Middle Level Teaching Preparation, B.S.

**Professors:** Mary Bucy, Carmen Cáceda, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloë Hughes, Marie LeJeune, Adele Schepige, Dana Ulveland

**Associate professors:** Kenneth Carano, Xiaopeng Gong, Melanie Landon-Hays, Cindy Ryan, Joshua Schulze, Alicia Wenzel, Greg Zobel

**Assistant professors:** Andrea Emerson, Jaclyn Hernandez, Katrina Hovey, Annie Ittner, Kristen Pratt

## 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 230, 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](http://wou.edu/educationtests).

## Education

- ED 200 Foundations of Education **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**

### Choose One

- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 242 Applied Children's Learning and Development **Credits: 3**

### Choose One

- ED 230 Children's Literature in Diverse Classrooms **Credits: 3**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 3**

### 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 I **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**
- MTH 396 Elementary Problem Solving **Credits: 3**

### Choose One

- MTH 111 College Algebra **Credits: 4**
- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 3**



## Choose One

- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 3**
- 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**

## Psychology

- 3-4 credits of psychology

## Science

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- ES 104 Exploring the Physical Earth **Credits: 4**
- ES 106 Exploring the Oceans and Atmosphere **Credits: 4**
- GS 325 Learning Science Through Scientific Practices **Credits: 3**

## Choose One

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- ES 105 Discoveries in Earth Science **Credits: 4**

## Note:

Students with science focus must take ES 105 and BI 102 but not GS 325.

## Social Science

### Choose One

- GEOG 105 Nature & Society **Credits: 4**
- GEOG 106 Sustainable World **Credits: 4**
- GEOG 107 People, Space and Place **Credits: 4**

### Choose Two

- HST 201 History of the United States: Native American Cultures to Early 19th Century **Credits: 4**
- HST 202 History of the United States: Reform and Progress **Credits: 4**
- HST 203 History of the United States: First World War to the Present **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: Spanish, Language Arts, Science, Mathematics, Cultural Geography, Regional Geography, United States History, European History, Latin American History, Asian History, Basic Political Science or American Government - see below.

## Spanish

- One elective beyond SPAN 303 Third Year Spanish III **Credits: 4**
- **or** SPAN 319 Intermediate Spanish for Bilingual/Heritage Speakers III **Credits: 4**
- SPAN 350 Spanish Pronunciation and Phonetics **Credits: 4**

## Choose One

- SPAN 338 Hispanic Culture and Civilization: Spain **Credits: 4**
- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 340 Mexican Literature and Culture **Credits: 4**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Language Arts

- COM 325 Intercultural Communication **Credits: 4**  
**or** COM 342 Media Literacy **Credits: 4**
- LIT 317 Introduction to Literary Studies I **Credits: 4**

## Choose One

- LIT 205 Survey of British Literature II **Credits: 4**
- LIT 206 Survey of British Literature III **Credits: 4**
- LIT 253 Survey of American Literature I **Credits: 4**
- LIT 254 Survey of American Literature II **Credits: 4**
- LIT 301 Shakespeare **Credits: 3**
- LIT 439 Studies in U.S. Minority Literature **Credits: 4**
- LIT 443 Studies in World Literatures **Credits: 4**

## Methods

- ED 325 Elementary Science Methods **Credits: 3**  
or ED 352 Elementary Social Studies Methods **Credits: 3**
- ED 353 Elementary Mathematics Methods **Credits: 3**

## Science

### Credits: 12

- PH 201 General Physics **Credits: 4**  
or GS 114 Essentials of Physical Science **Credits: 4**
- BI 317 Vertebrate Natural History **Credits: 4**
- BI 360 Animal Behavior **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**
- CH 361 Energy, Resources and the Environment **Credits: 3**
- CH 371 Environmental Chemistry **Credits: 3**
- ES 331 Introduction to Oceanography **Credits: 3**
- ES 390 Basic Meteorology **Credits: 3**
- GS 351 Elements of Astronomy **Credits: 3**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Mathematics

- MTH 494 Geometry for Middle School Teachers **Credits: 3**
- MTH 495 Calculus Concepts for Middle School Teachers **Credits: 3**

### Choose Two

Cannot be same courses used to meet other requirements.

- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 3**
- MTH 398 Discrete Mathematics for Elementary and Middle School Teachers **Credits: 3**
- MTH 492 Abstract Algebra for Middle School Teachers **Credits: 3**

## Methods

- ED 325 Elementary Science Methods **Credits: 3**  
or ED 352 Elementary Social Studies Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Cultural Geography

- GEOG 411 Cultural Geography **Credits: 4**
- GEOG 413 Urban Geography **Credits: 4**
- GEOG 433 Political Geography **Credits: 4**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Regional Geography

### Choose Three

- GEOG 310 World Regional **Credits: 4**
- GEOG 313 The Pacific Northwest **Credits: 4**
- GEOG 315 The Indian Subcontinent **Credits: 4**
- GEOG 371 Mexico and Central America **Credits: 4**
- GEOG 420 The West and the American Imagination **Credits: 4**
- GEOG 421 The Changing American West **Credits: 4**
- GEOG 432 Geography of Africa **Credits: 4**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## 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 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 Women in Oregon History **Credits: 4**
- HST 494 North American Constitutional History **Credits: 4**

### Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## European History

### Choose Three

Three upper division European history courses selected from:

- HST 412 Yugoslavia: From Experiment to Collapse **Credits: 4**
- HST 413 Dissent and Opposition in East Europe **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 428 19th-Century Europe **Credits: 4**
- HST 429 20th-Century Europe: From World Wars to Cold War **Credits: 4**
- HST 430 20th-Century Europe: Postwar Period **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: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Latin American History

### Choose Three

Three upper division Latin American history courses selected from:

- 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 20th-Century Latin America **Credits: 4**
- HST 485 Mexican Foundations of Chicano/a/Latino/a History: From the Olmecs to the Mexican Revolution **Credits: 4**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## Asian History

Three upper division Asian history courses selected from:

### Choose Three

- HST 461 History of East Asia: Traditional China **Credits: 4**
- HST 462 History of East Asia: Traditional Japan **Credits: 4**
- HST 463 Modern East Asia **Credits: 4**
- HST 467 Modern China I: Fragmentation Reform Movements in Late Imperial China **Credits: 4**
- HST 468 Modern China II: The Republic of China in the 20th Century **Credits: 4**
- HST 469 Modern China III: People's Republic of China, Confucianism and Socialism **Credits: 4**
- HST 471 Women in Japanese Society **Credits: 4**
- HST 472 Women in Chinese Society **Credits: 4**
- HST 473 Popular Culture in China **Credits: 4**
- HST 474 Popular Culture in Japan **Credits: 4**

## Methods

- ED 353 Elementary Mathematics Methods **Credits: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## 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: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## 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: 3**
- ED 374 Teaching Writing in the Elementary Classroom **Credits: 3**

## 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: 3**
- ED 434 Content Pedagogy I **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 477 Literacy at the Middle Level **Credits: 3**

## Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3**
- ED 444 Content Literacy **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**

## Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 157-163

## Education, High School Teaching Preparation, B.S.

**Professors:** Mary Bucy, Carmen Cáceda, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloë Hughes, Marie LeJeune, Adele Schepige, Dana Ulveland

**Associate professors:** Kenneth Carano, Xiaopeng Gong, Melanie Landon-Hays, Cindy Ryan, Joshua Schulze, Alicia Wenzel, Greg Zobel

**Assistant professors:** Andrea Emerson, Jaclyn Hernandez, Katrina Hovey, Annie Ittner, Kristen Pratt

## 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 230, 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 nine through grade 12 in a high school.

## Core Courses

High school teaching majors are required to have successfully completed each of the following prior to entry into the professional core:

- ED 200 Foundations of Education **Credits: 3**
- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**

## High School Teaching Preparations

Test requirements: passing score on all required tests. See [wou.edu/educationtests](http://wou.edu/educationtests). For programs in academic specialty areas, see listings under the academic area:

- Biology Teacher Education, B.S.
- Chemistry Teacher Education, B.S.
- German Teacher Education, B.S.
- Integrated Science Teacher Education, B.S.
- Language Arts Teacher Education, B.S.
- Mathematics Teacher Education, B.S.
- Physical Education 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: 3**
- ED 434 Content Pedagogy I **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**

### Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3**
- ED 444 Content Literacy **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**

### Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 111-142

## Education, Middle Level/High School Teaching Preparation, B.S.

**Professors:** Mary Bucy, Carmen Cáceda, Maria Dantas-Whitney, Mark Girod, Rachel Harrington, Chloë Hughes, Marie LeJeune, Adele Schepige, Dana Ulveland

**Associate professors:** Kenneth Carano, Xiaopeng Gong, Melanie Landon-Hays, Cindy Ryan, Joshua Schulze, Alicia Wenzel, Greg Zobel

**Assistant professors:** Andrea Emerson, Jaclyn Hernandez, Katrina Hovey, Annie Ittner, Kristen Pratt

## 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 230, 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: 3**
- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**

## Middle Level/High School Teaching Preparations

Test requirements: passing score on all required tests. See [wou.edu/educationtests](http://wou.edu/educationtests). For programs in academic specialty areas, see listings under the academic area:

- Biology Teacher Education, B.S.
- Chemistry Teacher Education, B.S.
- German Teacher Education, B.S.
- Integrated Science Teacher Education, B.S.
- Language Arts Teacher Education, B.S.
- Mathematics Teacher Education, B.S.
- Physical Education 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: 3**
- ED 434 Content Pedagogy I **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**

### Term II

- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3**
- ED 444 Content Literacy **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**

### Term III

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

**Total Credits: 111-142**

## English Studies, B.A.

**Professors:** Kathleen Cassity, David Hargreaves, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Katherine Schmidt, Uma Shrestha, Robert Troyer

**Associate professors:** Ann Bliss, Leigh Graziano, Lars Söderlund

**Assistant 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.

Before taking the Foundations courses, students should have the General Education writing requirement completed, and one lower-division Literature course before LIT 317 (recommended: LIT 201 or LIT 202).

## Core Courses

- ENG 498 Senior Capstone **Credits: 1**
- LING 310 Introduction to Linguistics **Credits: 4**
- LIT 317 Introduction to Literary Studies I **Credits: 4**
- WR 230 Introduction to Writing Studies **Credits: 4**

## Choose One Concentration

- Integrated English Studies Concentration
- Linguistics Concentration
- Literature Concentration
- Writing Concentration

**Total Credits: 54-65**

## Exercise Science, B.S.

**Professors:** Jeffrey Armstrong, Marita Cardinal, Gay Timken  
**Associate professor:** Jennifer Taylor-Winney  
**Assistant professor:** Laura Ellingson-Sayen, Lex Gidley

## Mission

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

## Learning Outcomes

1. Plan effective exercise and movement interventions based on assessment of individual, environmental and task constraints and on assessment of interactions among constraints.
2. Implement and evaluate strategies, interventions and programs.

3. Demonstrate professional development and advocate for Research-based practices within exercise science.

## Core Courses

- EXS 230 Foundations of Exercise Science **Credits: 4**
- EXS 310 Motor Behavior **Credits: 4**
- EXS 370 Sociological and Psychological Aspects of Physical Activity **Credits: 4**
- EXS 371 Kinesiology **Credits: 4**
- EXS 373 Physiology of Exercise **Credits: 4**
- EXS 444 Lifespan Adapted Physical Activity **Credits: 4**
- EXS 483 Biomechanics **Credits: 4**
- HE 426 Sports and Exercise Nutrition **Credits: 4**

## Choose One Professional Concentration

- Fitness and Human Performance Concentration
- Pre-Clinical Concentration
- Pre-Education Non-licensure Concentration

**Total Credits: 70-72**

## Note:

Exercise science majors must have a grade of C- or better in courses used to satisfy requirements of the major. BI 234, BI 235 and BI 236, Human Anatomy and Physiology, are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

## German Teacher Education, B.S.

## 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

### Beyond First Year Language

- 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**
- GL 302 Third Year German **Credits: 4**
- GL 303 Third Year German **Credits: 4**
- GL 331 German Pronunciation and Phonetics **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 416 Language Teaching Practicum **Credits: 1-2 Credits: 2**

### Choose Two

400-level German Language Courses

### Choose Four Upper Division German Courses

**Total Credits: 53**

### Note:

This major does not lead to a German 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.

## Gerontology: Aging and Older Adulthood, B.A.S./B.S.

**Professor:** Margaret Manoogian

**Associate professor:** Melissa Cannon

**Dual appointed professor:** Tamina Toray

## 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 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 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 460 Housing and Long-Term Care for Older Adults **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **Credits: 4**
- PSY 201 General Psychology **Credits: 4**

## 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**

## History, B.A.

**Professors:** David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen

**Associate Professor:** Elizabeth Swedo

### Mission

Promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education.

### Learning Outcomes

1. Critically analyze, synthesize and evaluate primary and secondary historical sources.
2. Engage multiple historical methodologies and multiple sources to produce well-researched written work.
3. Explain historical developments across multiple cultures and regions.

### 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 201 History of the United States: Native American Cultures to Early 19th Century **Credits: 4**
- HST 202 History of the United States: Reform and Progress **Credits: 4**
- HST 203 History of the United States: First World War to the Present **Credits: 4**

**Elective Credits: 44**

Select at least two courses from four of the five focus areas below and an additional 12 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 9 hours of social science electives relevant to their focus areas in history to complete the 44-hour 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 pursuing 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: 72**

## 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 Studies (COM), English Studies (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 75 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: 75**

## Information Systems, B.A.S./B.S.

**Professors:** Breeann Flesch, Jie Liu, Becka Morgan, Scot Morse

**Associate professor:** Thaddeus Shannon

**Assistant professor:** Lucas Cordova

## 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**
- MTH 243 Introduction to Probability and Statistics **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 One Concentration or Elective Credits

### Concentration

- Cybersecurity Concentration
- Data Analytics 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 211 Financial Accounting **Credits: 4**
- MTH 232 Elements of Discrete Mathematics II **Credits: 4**
- WR 300 Technical and Workplace Writing **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.

## **Integrated Science Teacher Education, B.S.**

**Professors:** Adele Schepige, Jeffrey Templeton

### **Mission**

Prepares and trains students to become effective middle and high school teachers in the area of general science, physical science and Earth and space science.

### **Learning Outcomes**

1. Develop content knowledge in biology, chemistry, physics and Earth/space science that is directly applicable to middle and high school level science teaching.
2. Integrate fundamental concepts across a range of science disciplines and recognize the relevance of science to the broader world.
3. Acquire reasoning and problem-solving skills through coursework and participation in authentic scientific investigations that are appropriate for future secondary level educators.

### **Core Courses**

- BI 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**
- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**

- CH 223 General Chemistry **Credits: 5**
- 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 112 Elementary Functions **Credits: 4**
- **or** MTH 251 Calculus I **Credits: 4**
- MTH 243 Introduction to Probability and Statistics **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 310 Environmental Geochemistry **Credits: 3**
- CH 320 Introduction to Forensic Science **Credits: 3**
- CH 360 Nuclear Chemistry **Credits: 3**
- CH 361 Energy, Resources and the Environment **Credits: 3**
- CH 371 Environmental Chemistry **Credits: 3**
- CH 412 Inorganic Chemistry of the Environment **Credits: 4**

### **Choose One**

- ES 341 Geographic Information Systems I **Credits: 4**
- ES 354 Geology of Earthquakes **Credits: 4**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 473 Environmental Geology **Credits: 4**
- ES 491 Stratigraphy and Depositional Systems **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.

**Faculty advisers:** William (Jeff) Armstrong (Health & Exercise Science), Ryan Hickerson (Philosophy), Shaun Huston (Geography and Sustainability), Sriram Khé (Geography and

Sustainability), Marjory Lange (English), Elisa Maroney (Interpreting Studies), Sue Monahan (Sociology), Jeff Myers (Earth Science)

**Academic program coordinator:** Sriram Khé

## Mission

The faculty at WOU recognizes the importance of meeting the needs and interests of all students. Accordingly, the Interdisciplinary Studies Program offer an opportunity to construct individualized majors based on student interests and goals.

## Learning Outcomes

1. Define learning goals.
2. Design an interdisciplinary program of study for achievement of those goals.
3. Differentiate the ways of knowing, the conventions and methods used in that program.
4. Explain appropriate theoretical and practical connections among the chosen areas of study.
5. Demonstrate reflection and self-assessment in completing the program of study.

## Core Courses

The major must include study from two or more 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 the IDS Office at 503-751-4207 or 503-838-8226.

**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**
- GEOG 106 Sustainable World **Credits: 4**
- HST 106 World History: The Modern World **Credits: 4**
- PS 203 International Relations **Credits: 4**
- SSC 404 International Experience Capstone **Credits: 2**

## 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
- Canadian Studies Concentration
- European Studies Concentration
- Latin American Studies Concentration

## Topical Content Credits: 0-18

Or as needed to complete 28 total credits in content.

- 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**
- GEOG 410 Global Issues **Credits: 4**
- GEOG 418 International Trade and Transportation **Credits: 4**
- HE 465 International Health **Credits: 4**
- HST 411 World Problems **Credits: 4**
- LING 312 Language and Society **Credits: 4**
- LIT 443 Studies in World Literatures **Credits: 4**
- LIT 454 Studies in Continental European Literature **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 498 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

## Interpreting Studies: Theory, B.S.

**Professor:** Elisa Maroney, Amanda Smith

## 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.

Interpreting Studies: Theory majors must have a grade of B or better in courses that are used to satisfy major requirements.

## Core Courses

### Choose One Focus Area

### American Sign Language Focus Area:

- ASL 201 American Sign Language IV **Credits: 4**
- ASL 202 American Sign Language V **Credits: 4**
- ASL 203 American Sign Language VI **Credits: 4**

- 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 Linguistics of ASL **Credits: 3**
- ASL 429 American Deaf History **Credits: 3**

## Interpreting Studies: Theory coursework

Upon successful application and acceptance to senior year coursework.

- ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing **Credits: 3**

## ASL Language Elective Credits: 6

## English Language Focus Area:

- ANTH 325 Ethnographic Methods **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- LING 312 Language and Society **Credits: 4**
- LING 315 Structure of English I **Credits: 4**
- LING 350 Linguistics in the Digital Age **Credits: 4**
- LING 370 Meaning and Context **Credits: 4**
- LING 490 History of the English Language **Credits: 4**
- LIT 386 Form and Meaning in Film **Credits: 4**

## English Language Elective Credits: 6

## Interpreting Focus Area:

- INT 120 Interpersonal Aspects of Interpreting **Credits: 3**
- INT 220 Environmental Aspects of Interpreting **Credits: 4**
- INT 242 Interpreter Mindset Seminar **Credits: 2**
- INT 254 Introduction to the Profession of Interpreting **Credits: 3**
- INT 260 Pre-Interpreting Skills Development **Credits: 3**
- INT 320 Intrapersonal Aspects of Interpreting **Credits: 4**
- INT 392 Language and Communication Systems: Deaf and Hard of Hearing **Credits: 3**
- INT 409 Practicum: Interpreting **Credits: 1-12 Credits: 3**

## Interpreting Studies: Theory coursework

Upon successful application and acceptance to senior year 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 469 Cultural Intelligence in a Diverse World **Credits: 4**

## Total Credits: 95-99

## 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

Recommended Gen Ed Literature Course: LIT 201

## Literature and Theory

- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 3**

- LIT 317 Introduction to Literary Studies I **Credits: 4**
- LIT 318 Introduction to Literary Studies II **Credits: 4**

## Choose Two

LIT 204 is required if no LIT 201

At Least One from Each Sequence.

- LIT 204 Survey of British Literature I **Credits: 4**
- LIT 205 Survey of British Literature II **Credits: 4**
- LIT 206 Survey of British Literature III **Credits: 4**
- LIT 253 Survey of American Literature I **Credits: 4**
- LIT 254 Survey of American Literature II **Credits: 4**

## Choose One

- LIT 439 Studies in U.S. Minority Literature **Credits: 4**
- LIT 443 Studies in World Literatures **Credits: 4**

## Choose Two

- Upper Division literature (LIT 301 highly recommended; no courses from LIT 380 - LIT 387)

## Linguistics

- LING 310 Introduction to Linguistics **Credits: 4**
- LING 315 Structure of English I **Credits: 4**

## Choose One

- LING 312 Language and Society **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**

## Writing

- WR 230 Introduction to Writing Studies **Credits: 4**

## Choose Two

- Upper Division writing courses, at least one non-creative writing course, WR 440 recommended.

## Communication

- COM 342 Media Literacy **Credits: 4**

## Choose One

- COM 321 Influence Through Argument **Credits: 4**
- COM 325 Intercultural Communication **Credits: 4**
- COM 412 Analyzing Popular Culture **Credits: 4**
- COM 422 Persuasion **Credits: 4**
- COM 432 Music and Rhetoric **Credits: 4**

## Total Credits: 63

### 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.

## Liberal Studies, B.A.S.

### Mission

The Bachelor of Applied Science (BAS) in Liberal Studies is a degree completion program for students who hold an Associate of Applied Science degree or other career and technical education (CTE) Associate's degree. Undergraduate students complete their 4-year degree by achieving Western Oregon University's learning outcomes through an innovative curriculum comprised primarily of 300- and 400-level course work that includes multidisciplinary foundations, scientific approaches, humanistic approaches, and creative approaches. The program culminates with an integrative capstone experience. Within the program, students have flexibility to pursue topics of special interest to them across disciplinary fields.

### Learning Outcomes

1. Practice different and varied forms of knowledge, inquiry, and expression that frame academic and applied learning.
2. Articulate the challenges, responsibilities and privileges of belonging in a complex, diverse, interconnected world.
3. Demonstrate the ability to evaluate information and develop evidence-based conclusions.



4. Integrate perspectives and strategies across disciplines to answer questions and solve problems.
5. Demonstrate reflection and self-assessment in completing the self-defined, multidisciplinary program of study that achieves your learning goals.

## Core Courses

- LS 300 Seminar on Multidisciplinary Learning **Credits: 2**
- LS 499 Capstone **Credits: 4**
- WR 121 College Writing I **Credits: 4**
- WR 122 College Writing II **Credits: 4**

## Choose One

- MTH 105 Math in Society **Credits: 4**
- MTH 110 Applied College Mathematics **Credits: 4**
- MTH 111 College Algebra **Credits: 4**

## Scientific Approaches Credits: 15-16

Scientific Approaches courses, pre-approved by the program, including at least 4 credits of laboratory science.

## Humanistic Approaches Credits: 15-16

Humanistic Approaches courses, pre-approved by the program.

## Creative Approaches Credits: 12

Creative Approaches courses, pre-approved by the program.

## Applied Approaches Credits: 15-16

Applied Approaches, drawn from pre-approved upper division offerings in scientific, humanistic and artistic approaches or from applied fields.

## Elective Credits: 12-15

Students will work closely with advisors to identify pre-approved courses that satisfy breadth requirements and to plan an academic program that includes sufficient upper division course work to enable the student to complete 62 upper division credits within the 90-credit program.

## Total Credits: 90

Note:

Scientific approaches courses are drawn from pre-approved courses in Biology, Chemistry, Earth Science, and Physics. Courses from other disciplines that take a scientific approach may also be pre-approved for inclusion in this area.

Humanistic approaches courses are drawn from pre-approved courses in Literature, Linguistics, History, Cultural Anthropology, Philosophy, Religious Studies, Communication Studies, Cultural Geography, Sociology, Languages, Interpreting, and Art History. Courses from other disciplines that take a humanistic approach may also be pre-approved for inclusion in this area.

Creative approaches courses are drawn from pre-approved courses in Art, Theatre, Dance, Music, Creative Writing, Visual Communication Design, Visual Anthropology and New Media Studies. Courses from other disciplines that take a creative approach may also be pre-approved for inclusion in this area.

Applied approaches courses are from pre-approved upper division offerings in scientific, humanistic and artistic approaches (see above) or other applied fields.

## 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

## Data Analytics Concentration

### Core Courses

- IS 432 Introduction to Data Analytics **Credits: 4**
- IS 434 Data Visualization **Credits: 4**
- IS 436 Learning from Data **Credits: 4**
- IS 438 Analysis of Social and Economic Networks **Credits: 4**

### Total Credits: 16

Note:

Information Systems Data Analytics 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.

## Mathematics Teacher Education, B.S.

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancecetta, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

### Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

### Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

### Core Courses

- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**
- MTH 253 Calculus III: 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 337 Geometry **Credits: 4**
- MTH 341 Linear Algebra I **Credits: 4**
- MTH 344 Group Theory **Credits: 4**
- MTH 355 Discrete Mathematics **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**
- MTH 411 Mathematics Education Capstone I **Credits: 2**
- MTH 412 Mathematics Education Capstone II **Credits: 2**

### Choose One

- MTH 345 Ring Theory **Credits: 4**
- MTH 346 Number Theory **Credits: 4**

### Choose One

- CS 137 Introduction to MATLAB Programming **Credits: 4**
- CS 161 Computer Science I **Credits: 4**

## Upper Division Mathematics Elective

**Credits: 4**

One course approved by the adviser.

**Total Credits: 64**

### Note:

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.

## Mathematics, B.S.

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancecetta, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

### Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

### Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

### Core Courses

- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**
- MTH 253 Calculus III: 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 341 Linear Algebra I **Credits: 4**
- MTH 344 Group Theory **Credits: 4**
- MTH 365 Mathematical Probability **Credits: 4**
- MTH 366 Mathematical Statistics **Credits: 4**
- MTH 401 Introduction to Senior Project **Credits: 1**
- MTH 403 Senior Project I **Credits: 4**
- MTH 404 Senior Project II **Credits: 3**

### Choose One

- MTH 337 Geometry **Credits: 4**
- MTH 346 Number Theory **Credits: 4**
- MTH 355 Discrete Mathematics **Credits: 4**
- MTH 441 Linear Algebra II **Credits: 4**

### Choose One

- CS 137 Introduction to MATLAB Programming **Credits: 4**
- CS 161 Computer Science I **Credits: 4**

Choose One Concentration

- Applied Mathematics Concentration
- Mathematics Concentration

**Total Credits: 76**

### Note:

Mathematics majors must have a grade of C- or better in courses that are used to satisfy the major requirements.

## Music, B.A.

**Professors:** Diane Baxter, Kevin Helppie, Ike Nail, Kevin Walczyk

**Associate professor:** Dirk Freymuth

**Assistant professor:** James Reddan

## Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, jazz studies and music education.

## Learning Outcomes

1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/aesthetic focus.

### Note:

All coursework in music must be met with a grade of C or better. Only one ensemble per term may be used to satisfy the

MUEN requirement.

## Core Courses

- MUS 211 Music Theory I: Tonality **Credits: 3**
- MUS 212 Music Theory II: Counterpoint **Credits: 3**
- MUS 213 Music Theory III: Form & Analysis **Credits: 3**
- MUS 220 Improvisation **Credits: 2**
- MUS 221 Aural Skills I **Credits: 1**
- MUS 222 Aural Skills II **Credits: 1**
- MUS 223 Aural Skills III **Credits: 1**
- MUS 224 Aural Skills IV **Credits: 1**
- MUS 225 Aural Skills V **Credits: 1**
- MUS 226 Aural Skills VI **Credits: 1**
- MUS 311 Music Theory IV: Chromatic Harmony **Credits: 3**
- MUS 312 Music Theory V: Post Tonal Systems **Credits: 3**
- MUS 313 Music Theory VI: Analysis of 20th and 21st Century Literature **Credits: 3**

## Conducting

## Choose One

- MUS 320 Instrumental Conducting **Credits: 3**
- MUS 321 Choral Conducting **Credits: 3**

## Musicology

- MUS 363 Ethnomusicology I **Credits: 3**
- MUS 364 Ethnomusicology II **Credits: 3**

## Choose Four

- MUS 360 History of Western Classical Music I: Antiquity to Baroque **Credits: 3**
- MUS 361 History of Western Classical Music II: Enlightenment to Romantic **Credits: 3**
- MUS 362 History of Western Classical Music III: 20th Century to Present **Credits: 3**
- MUS 367 Music in America I: 1800-1945 **Credits: 3**
- MUS 368 Music in America II: 1945-1967 **Credits: 3**
- MUS 369 Music in America III: 1969-Present **Credits: 3**

## Music Performance

- MUP 105-MUP 140 Music Performance Credits: 6 \*
- MUP 205-MUP 240 Music Performance Credits: 6 \*

## Note:

\*Must pass exit jury

## Music Ensemble

- MUEN 101-MUEN 192 Music Ensemble Credits: 6

## Professional Development

- MUS 160 Digital Music Notation **Credits: 1** Credits: 3
- MUS 250 Concert Attendance **Credits: 0** Terms: 9
- MUS 345 Careers in Music **Credits: 3**
- MUS 404 Capstone Project **Credits: 0**

## Complete 3 credits over 3 terms in:

- MUS 406 Special Individual Studies **Credits: 1-12**

## Total Credits: 74

## Music, B.M.

**Professors:** Diane Baxter, Kevin Helppie, Ike Nail, Kevin Walczyk

**Associate professor:** Dirk Freymuth

**Assistant professor:** James Reddan

## Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, jazz studies, and music education.

## Learning Outcomes

1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/ aesthetic focus.

## Note:

All coursework in music must be met with a grade of C or better. Only one ensemble per term may be used to satisfy the MUEN requirement.

## Core Courses

- MUS 211 Music Theory I: Tonality **Credits: 3**
- MUS 212 Music Theory II: Counterpoint **Credits: 3**
- MUS 213 Music Theory III: Form & Analysis **Credits: 3**
- MUS 220 Improvisation **Credits: 2**
- MUS 221 Aural Skills I **Credits: 1**
- MUS 222 Aural Skills II **Credits: 1**
- MUS 223 Aural Skills III **Credits: 1**
- MUS 224 Aural Skills IV **Credits: 1**
- MUS 225 Aural Skills V **Credits: 1**
- MUS 226 Aural Skills VI **Credits: 1**
- MUS 250 Concert Attendance **Credits: 0** Terms: 9

- MUS 311 Music Theory IV: Chromatic Harmony **Credits: 3**
- MUS 312 Music Theory V: Post Tonal Systems **Credits: 3**
- MUS 313 Music Theory VI: Analysis of 20th and 21st Century Literature **Credits: 3**

## Choose One

- MUS 320 Instrumental Conducting **Credits: 3**
- MUS 321 Choral Conducting **Credits: 3**

## Musicology

- MUS 363 Ethnomusicology I **Credits: 3**
- MUS 364 Ethnomusicology II **Credits: 3**

## Choose Four

- MUS 360 History of Western Classical Music I: Antiquity to Baroque **Credits: 3**
- MUS 361 History of Western Classical Music II: Enlightenment to Romantic **Credits: 3**
- MUS 362 History of Western Classical Music III: 20th Century to Present **Credits: 3**
- MUS 367 Music in America I: 1800-1945 **Credits: 3**
- MUS 368 Music in America II: 1945-1967 **Credits: 3**
- MUS 369 Music in America III: 1969-Present **Credits: 3**

## Music Performance

**Concentrations require additional MUP courses. See areas of concentration for required courses.**

- MUP 105 - MUP 140 **Credits: 2-4\*** Credits: 6
- MUP 205 - MUP 240 **Credits: 2-4\*** Credits: 6

\*Must pass exit jury

## Music Ensemble

**Concentrations require additional MUEN courses. See areas of concentration for required courses.**

- MUEN 101 - MUEN 192 **Credits: 1** Credits: 6

## Choose Additional Requirements or a Concentration

Complete the Additional Requirements **or** a Concentration, not both.

## Additional Requirements

- MUEN 301 - MUEN 392 **Credits: 1** Credits: 6
- MUP 305 - MUP 340 **Credits: 2-4\*** Credits: 12
- MUS 150 Digital Audio Workstation **Credits: 1** Credits: 3
- MUS 304 Junior Recital **Credits: 0**
- MUS 345 Careers in Music **Credits: 3**
- MUS 404 Capstone Project **Credits: 0**

**\*In primary performance area**

## Upper-Division Elective Credits: 31

- MUE 318 - MUE 454
- MUEN 301 - MUEN 392\* Credits: 6
- MUP 305 - MUP 340\*\* Credits: 6
- MUP 405 - MUP 440\*\*\* Credits: 6
- MUS 304 - MUS 473

**Note:**

\*Not to exceed 6 credits above the ensemble requirements already required.

\*\*In secondary performance area, not to exceed 6 credits in addition to the 12 credits required in MUP 305 - MUP 340 for the primary performance area.

\*\*\*In primary performance area. Not to exceed 6 credits.

Primary and secondary performance areas to be defined and tracked in close consultation with your advisor.

## Choose One Concentration

- Composition Concentration
- Jazz Studies Concentration
- K-12 Music Education Concentration

**Note:**

To complete your K - 12 teaching license, you must complete the Core Courses and Initial Licensure Professional Education Core listed in the Education, Middle Level/High School Teaching Preparation program

## Total Credits: 120-155

## Composition Concentration

**Adviser:** Kevin Walczyk

### Core Courses

- MUS 371 Orchestration I **Credits: 3**
- MUS 372 Orchestration II **Credits: 3**
- MUS 373 Orchestration III **Credits: 3**
- MUS 404 Capstone Project **Credits: 0**
- MUS 409 Practicum **Credits: 1-12** Credits: 3
- MUS 411 Contemporary Composition Techniques I **Credits: 2**
- MUS 412 Contemporary Composition Techniques II **Credits: 2**
- MUS 413 Contemporary Composition Techniques III **Credits: 2**
- MUS 414 Jazz Theory **Credits: 3**
- MUS 415 Jazz Arranging I **Credits: 3**
- MUS 416 Jazz Arranging II **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**

### Music Performance

- MUP 315 Music Performance - Composition **Credits: 2-4** Credits: 9

**Note:**

Must pass exit jury.

### Music Ensemble

- MUEN 301 - MUEN 392 Credits: 6

**Note:**

Must pass exit jury.

### Upper Division Elective Credits: 4

- MUE 318 - MUE 454
- MUEN 301 - MUEN 392
- MUP 305 - MUP 340 Credits: 4 \*

- MUP 415
- MUS 304 - MUS 473

**Note:**

\*In secondary performance area, not to exceed 4 credits.

Primary and secondary performance areas to be defined and tracked in close consultation with your advisor.

**Total Credits: 55**

## Jazz Studies Concentration

**Advisers:** Keith Karns

### Core Courses

- MUS 150 Digital Audio Workstation **Credits: 1** Credits: 3
- MUS 271 Jazz Improvisation I **Credits: 3**
- MUS 272 Jazz Improvisation II **Credits: 3**
- MUS 273 Jazz Improvisation III **Credits: 3**
- MUS 304 Junior Recital **Credits: 0**
- MUS 322 Jazz Methods **Credits: 3**
- MUS 345 Careers in Music **Credits: 3**
- MUS 380 Recording Session Preparation for Performing Musicians **Credits: 3**
- MUS 383 Advanced Music Production **Credits: 3**

### Music Performance

- MUP 305 - MUP 340 Music Performance **Credits: 2-4** Credits: 12

**Note:**

Must pass exit jury.

### Music Ensemble

- MUEN 301 - MUEN 392 Music Ensemble **Credits: 1** Credits: 6

### Upper Division Elective Credits: 13

- MUE 318 - MUE 454
- MUEN 301 - MUEN 392\* Credits: 4

- MUP 305 - MUP 340\*\* Credits: 4
- MUP 405 - MUP 440\*\*\*
- MUS 304 - MUS 473

### Note:

\*Not to exceed 4 credits above the ensemble requirements already required.

\*\*In secondary performance area, not to exceed 4 credits in addition to the 12 credits required in MUP 305 - MUP 340 in the primary performance area.

\*\*\*In primary performance area.

Primary and secondary performance areas to be defined and tracked in close consultation with your advisor.

**Total Credits: 55**

## K-12 Music Education Concentration

**Advisers:** James Reddan, Ike Nail

### Core Courses

#### Choose One

One additional conducting course.

- MUS 320 Instrumental Conducting **Credits: 3**
- MUS 321 Choral Conducting **Credits: 3**

### Applied Music

- MUEN 301 - MUEN 392 Music Ensembles **Credits: 1** Credits: 3
- MUP 305 - MUP 340 Music Performance **Credits: 2-4** Credits: 6\*
- MUS 304 Junior Recital **Credits: 0\*\***

### Note:

\*Must pass exit jury.

\*\*The Junior Recital must be passed before entry into the licensure year in the College of Education.

## Music Education

- MUE 201 Introduction to Music Education **Credits: 3**

- MUE 250 Music Education Seminar **Credits: 0** Terms: 9
- MUE 451 Woodwind Pedagogy **Credits: 2**
- MUE 452 Brass Techniques **Credits: 2**
- MUE 453 Percussion Techniques **Credits: 2**
- MUE 454 String Techniques **Credits: 2**
- MUS 454 Vocal Pedagogy **Credits: 3**

#### Choose One

- MUE 318 Music for the Classroom Teacher **Credits: 3**
- MUS 322 Jazz Methods **Credits: 3**
- MUS 455 Lyric Diction **Credits: 3**

#### Choose One

- MUE 401 Music in Early Childhood **Credits: 3**
- MUS 428 Choral Literature **Credits: 3**
- MUS 429 Literature for Instrumental Ensembles **Credits: 3**

## Education and Professional Core

- ED 200 Foundations of Education **Credits: 3**
- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**
- ED 404 Clinical Experience Seminar I **Credits: 2**
- ED 411 Clinical Experience I **Credits: 3**
- ED 418 Assessment, Planning and Instruction **Credits: 3**
- ED 434 Content Pedagogy I **Credits: 3**
- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- ED 405 Clinical Experience Seminar II **Credits: 2**
- ED 412 Clinical Experience II **Credits: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3**
- ED 444 Content Literacy **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**

- ED 429 Professional Development Seminar III **Credits: 2**
- ED 498 Clinical Experience III **Credits: 10**

**Total Credits: 90**

**Note:**

To complete your K - 12 teaching license, you must complete the Core Courses and Initial Licensure Professional Education Core listed in the Education, Middle Level/High School Teaching Preparation program.

## Physical Education Teacher Education, B.S.

**Professors:** Jeffrey Armstrong, Marita Cardinal, Brian Caster, Gay Timken

**Associate professor:** Jennifer Taylor-Winney

**Assistant professor:** Laura Ellingson-Sayen

### Mission

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

### Learning Outcomes

Relative to physical activity, physical fitness and motor skill development programs, candidates will:

1. Plan effective strategies, interventions and programs based on assessment of individual and community needs.
2. Implement and evaluate strategies, interventions and programs.
3. Coordinate, communicate and advocate for research-based practices.

### Core Courses

- EXS 230 Foundations of Exercise Science **Credits: 4**
- EXS 310 Motor Behavior **Credits: 4**
- EXS 370 Sociological and Psychological Aspects of Physical Activity **Credits: 4**
- EXS 371 Kinesiology **Credits: 4**
- EXS 373 Physiology of Exercise **Credits: 4**
- HE 426 Sports and Exercise Nutrition **Credits: 4**
- EXS 444 Lifespan Adapted Physical Activity **Credits: 4**
- EXS 483 Biomechanics **Credits: 4**

## Physical Education Teacher Education Core

- EXS 330 Teaching Elementary Physical Education **Credits: 4**
- EXS 430 Teaching Secondary Physical Education **Credits: 4**
- EXS 431 Assessment Strategies In Physical Education **Credits: 4**
- EXS 445 Curricular Issues in Physical Education **Credits: 4**

### Activity Core

- EXS 239 Movement Education **Credits: 3**
- EXS 240 Dance in Physical Education **Credits: 3**
- EXS 241 Teaching Games for Understanding **Credits: 3**
- EXS 242 Sport Education Model **Credits: 3**
- EXS 243 Outdoor and Adventure Education **Credits: 3**
- EXS 244 Group Exercise Leadership **Credits: 3**
- EXS 245 Foundations of Strength Training and Conditioning **Credits: 4**

**Total Credits: 70**

**Note:**

BI 234, BI 235, and BI 236, Human Anatomy and Physiology, are prerequisites to several major required and elective courses. See course descriptions for specific prerequisites.

This major does not lead to a physical education teacher 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.

## Political Science, B.A.

**Professors:** Eliot Dickinson, Mark Henkels, Mary Pettenger  
**Assistant 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**

## Choose One International Relations and Comparative Politics Course\*

- PS 193 Introduction to Model United Nations **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 478 Political Fiction and Film **Credits: 4**
- PS 486 International Organizations and Law **Credits: 4**

- PS 492 Political Ideologies **Credits: 4**
- PS 498 U.S. Foreign and National Security Policy **Credits: 4**

**\*Depending on content: PS 199 Special Studies Credits: 1-12, PS 399 Special Studies Credits: 1-12, PS 406 Special Individual Studies Credits: 1-12, PS 407 Seminar Credits: 1-12, PS 410 Political Science Internship Credits: 4 or 8**

## Choose One Administration and Political Processes Course\*

- 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 456 Advocacy and Public Policy **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 Special Studies Credits: 1-12, PS 399 Special Studies Credits: 1-12, PS 406 Special Individual Studies Credits: 1-12, PS 407 Seminar Credits: 1-12, PS 410 Political Science Internship Credits: 4 or 8**

## Choose One Public Policy and Law Course\*

- 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 455 Public and Nonprofit Management **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 Special Studies Credits: **1-12**, PS 399 Special Studies Credits: **1-12**, PS 406 Special Individual Studies Credits: **1-12**, PS 407 Seminar Credits: **1-12**, PS 410 Political Science Internship Credits: **4 or 8**

## Political Science Elective Credits: 16

Choose Political Science courses to reach a total of 68 credits overall.

## Experiential and Cultural Requirement

In addition to the above course requirements, students must complete at least 8 credits in an experiential or cultural requirement, selected in consultation with the student's adviser.

Suggested options are:

1. college level study in a second language;
2. credits in a study abroad program;
3. elective courses in Social Sciences (Anthropology, Criminal Justice, Geography and Sustainability, History, Political Science and Sociology).

**Total Credits: 68**

## 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 Linguistics of ASL **Credits: 3**
- ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing **Credits: 3**
- LING 310 Introduction to Linguistics **Credits: 4**
- Modern Language

## Field Experience Credits: 12

Selected from the following, as approved by the major advisor

- INT 242 Interpreter Mindset Seminar **Credits: 2**
- INT 409 Practicum: Interpreting **Credits: 1-12** or ASL 409 Practicum **Credits: 1-12**
- 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: 90

### 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:** David Foster, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Tamina Toray

**Associate professors:** Jaime Cloud

**Assistant professors:** Kathy Espino-Pérez, Alicia Ibaraki, Dan McCarthy, 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.

## Core Courses

Minimum of 40 upper division credits and a maximum of 16 lower division credits.

- PSY 201 General Psychology **Credits: 4**
- PSY 202 General Psychology **Credits: 4**
- PSY 301 Introduction to Research Methods **Credits: 4**
- PSY 311 Developmental Psychology **Credits: 4**
- PSY 334 Social Psychology **Credits: 4**
- PSY 360 Cognitive Psychology **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

Chosen with an adviser's assistance. Maximum 4 credits of P/NC coursework including PSY 399, PSY 406, PSY 409 or PSY 411 can count as electives in the psychology major. PSY 410 cannot be counted as an elective in the psychology major. In addition to courses with the PSY prefix, the following gerontology courses can count as electives for the major:

- GERO 120 Medical Terminology I **Credits: 4**
- 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 407 Seminar **Credits: 1-12**
- GERO 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **Credits: 4**

**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.

**Professors:** Doris Cancel-Tirado

**Associate professor:** Emily Vala-Haynes

**Assistant professors:** Leanne Cusack, Daniel Dowhower, Megan Patton-Lopez

## 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 330 Theory of Health Promotion **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 MTH 243 Introduction to Probability and Statistics **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 Community Health Internship **Credits: 8**

**Health Education Elective Credits: 16**

- Upper Division HE courses with advisor approval

**Total Credits: 80**

**Note:**

HE 285 , HE 343, MTH 243, HE 330 , HE 375, HE 448, HE 471, HE 487, and HE 498 have prerequisites. See course descriptions for specific prerequisites.

Community 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.A.

**Professors:** Mark Henkels

**Assistant 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 131 Introduction to Business Computing **Credits: 3**  
or CS 121 Computer Applications **Credits: 2**
- BA 361 Organizational Behavior **Credits: 3**
- EC 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to 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

- 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: 69-70**

## School Health Teacher Education, B.S.

**Professors:** Doris Cancel-Tirado

**Associate professor:** Jennifer Taylor-Winney

**Assistant professors:** Leanne Cusack, Dan 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

- 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**
- MTH 243 Introduction to Probability and Statistics **Credits: 4**

## Total Credits: 68

### Note:

Students must earn a C- or better in all courses used to satisfy requirements of the major. MTH 243, HE 346, HE 348, HE 375, HE 448, HE 471, and HE 487 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

### Choose One

- GEOG 310 World Regional **Credits: 4**
- GEOG 313 The Pacific Northwest **Credits: 4**

### Choose One

- GEOG 380 Environmental Conservation **Credits: 4**

- GEOG 410 Global Issues **Credits: 4**
- GEOG 411 Cultural Geography **Credits: 4**
- GEOG 413 Urban Geography **Credits: 4**
- GEOG 433 Political Geography **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: History, Geography, Economics, Political Science, Anthropology, Criminal Justice, Psychology or Sociology.

## Total Credits: 60-63

### 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.

**Professors:** Mark Henkels, Mary Pettenger

### 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 72 credits which must be from the following disciplines: Anthropology, Criminal Justice, Geography, History, Political Science or Sociology. A minimum of 36 credits must be upper division courses. No more than 20 credits may be in Criminal Justice. Courses should be chosen in consultation with a Social Science faculty advisor.

Student 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**
- ANTH 480 History and Theory of Archaeology **Credits: 4**
- CJ 450 Criminology **Credits: 4**
- GEOG 495 Seminar in Geography and Sustainability **Credits: 4**
- PS 414 Political Parties, Pressure Groups and Elections **Credits: 4**
- PS 419 American Presidential Elections **Credits: 4**
- PS 426 Federalism and Intergovernmental Relations **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**
- PS 469 Congress and the Presidency **Credits: 4**
- PS 492 Political Ideologies **Credits: 4**
- SOC 420 Political Sociology: Theories of the State **Credits: 3**
- SOC 460 Feminist Theory **Credits: 3**

- SOC 471 Classical Sociological Theory **Credits: 4**
- SOC 472 Contemporary Sociological Theory **Credits: 3**
- Any course approved by the academic adviser for this purpose

## Methods Courses

- ANTH 325 Ethnographic Methods **Credits: 4**
- ANTH 326 Ethnographic Writing **Credits: 4**
- ANTH 350 Research Methods in Archaeology **Credits: 4**
- ANTH 352 Laboratory Methods in Archaeology **Credits: 4**
- ANTH 360 Museum Studies **Credits: 4**
- CJ 327 Research Methods in Criminal Justice **Credits: 4**
- CJ 427 Quantitative Methods in Criminal Justice **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- GEOG 321 Field Geography **Credits: 4**
- GEOG 340 Cartography **Credits: 4**
- GEOG 341 Geographic Information Systems **Credits: 4**
- GEOG 384 Qualitative Research Methods **Credits: 4**
- GEOG 385 Quantitative Methods in Geography **Credits: 4**
- GEOG 386 Making Digital Video for the Social Sciences **Credits: 4**
- HST 301 Introduction to Historical Research **Credits: 4**
- PS 375 Scope and Methods of Political Science **Credits: 4**
- SOC 224 Introduction to Sociology: Research **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**
- SOC 327 Social Research Methods **Credits: 4**
- SOC 328 Introduction to Social Data Analysis **Credits: 4**
- Any course approved by the academic adviser for this purpose

Total Credits: 72

## Sociology, B.A.

**Professors:** Peter Callero, Maureen Dolan  
**Associate professor:** Dean Braa

## Mission

To provide a strong educational foundation for graduate study and various professional careers. This includes training in writing, research and analysis, all connected to the development of theory and social science. It is also a goal of the department to train and motivate students to be activists in the service of progressive causes.

## Learning Outcomes

1. Investigate social issues and structures of social inequality through critical research and analysis.
2. Explain and analyze the complex interactions among individuals, institutions and society.
3. Effectively communicate and discuss social theories and research findings as they relate to social problems.

## Core Courses

- SOC 223 Introduction to Sociology: Theory **Credits: 4**
- SOC 224 Introduction to Sociology: Research **Credits: 4**
- SOC 225 Social Problems **Credits: 4**
- SOC 300 Proseminar **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**
- SOC 327 Social Research Methods **Credits: 4**
- SOC 471 Classical Sociological Theory **Credits: 4**
- SOC 492 Senior Seminar I **Credits: 4**
- SOC 493 Senior Seminar II **Credits: 4**

Elective Credits: 36

Total Credits: 72

Note:

In consultation with sociology advisors, additional courses in social sciences may satisfy requirements.

## Spanish Teacher Education, B.S.

**Professor:** Patricia Giménez-Eguíbar

**Associate professor:** Kathleen Connolly, Jaime Marroquin

## 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 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 301 Third Year Spanish 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 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 338 Hispanic Culture and Civilization: Spain **Credits: 4**
- SPAN 339 Colonial Latino Literature and Culture **Credits: 4**
- SPAN 360 Introduction to Hispanic Literatures **Credits: 4**
- SPAN 379 Introduction to Spanish Linguistics **Credits: 4**
- SPAN 416 Language Teaching Practicum **Credits: 4**

## Choose Two

- SPAN 350 Spanish Pronunciation and Phonetics **Credits: 4**
- SPAN 380 Teaching World Languages: Spanish **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**



## Choose Three

- 400-level Spanish courses

**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 Survey of Peninsular Spanish Literature **Credits: 4**
- SPAN 371 Contemporary Latino Literature and Culture **Credits: 4**

## Choose One

- SPAN 338 Hispanic Culture and Civilization: Spain **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, Sriram Khé, Michael McGlade

**Associate professor:** Mark Van Steeter

**Visiting assistant professor:** Michele Abee

## 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

- COM 380 Environmental Communication **Credits: 4**
- EC 336 Environmental Economics and Public Policy **Credits: 4**  
or GEOG 425 Urban Planning and Policy **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 470 Energy, Environment and Society **Credits: 4**
- PS 447 Environmental Politics and Policy **Credits: 4**

## Foundation

- BI 101 General Biology: The Diversity of Life **Credits: 4**
- GEOG 105 Nature & Society **Credits: 4**
- GEOG 106 Sustainable World **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**

## Research Tools

Choose Two

- GEOG 321 Field Geography **Credits: 4**
- GEOG 384 Qualitative Research Methods **Credits: 4**
- GEOG 385 Quantitative Methods in Geography **Credits: 4**
- GEOG 341 Geographic Information Systems **Credits: 4**  
or ES 341 Geographic Information Systems I **Credits: 4**

## Choose One Concentration

- Business Concentration
- Environment Concentration

## Capstone

- GEOG 499 Capstone Experience **Credits: 4**

**Total Credits: 60-64**

Total Credits: Minimum of 60

Note:

Course substitutions are possible but only with adviser approval. Potential courses include:

- BI 357 General Ecology **Credits: 4**
- BI 461 Conservation Biology **Credits: 4**
- CH 371 Environmental Chemistry **Credits: 3**
- ES 473 Environmental Geology **Credits: 4**
- PS 410 Political Science Internship **Credits: 4 or 8**
- SOC 400 Globalization and Development **Credits: 4**
- Study Abroad (School for Field Studies, Sea Semester (credit in GEOG 409 Practicum **Credits: 3-12 or** GEOG 412 Selected Topics **Credits: 4** ))
- Internships (credit in GEOG 409 **Credits: 3-12 or** GEOG 412 **Credits: 4** )

## 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 three of the four arts areas offered in the division - art, music, theatre and dance. Creative work, analytical thinking and global awareness are integrated into performance and production.

### 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**
- A 429 Portfolio & Professional Preparation **Credits: 4**

#### Dance:

- D 405 Senior Project **Credits: 2**

#### Music:

- MUS 405 Senior Seminar **Credits: 3**
- MUS 406 Special Individual Studies **Credits: 1-12**  
Credits: 3

#### Theatre:

- TA 453 Capstone Experience **Credits: 3**

**Total Credits: 68-74**

## Theatre Arts, B.A.

**Professors:** Scott Grim, David Janoviak, Kent Neely, Michael Phillips

**Associate professors:** Sandra Hedgepeth

### Mission

Provide a solid base in acting, directing, technical theatre and design, performance, history, literature and theory. Students will be prepared for post-graduate opportunities including: graduate programs, teacher licenser programs, internships, professional theatre and participation in the arts in their communities.

### 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: 3**
- TA 166 Text Analysis **Credits: 3**
- TA 167 Play Reading **Credits: 3**
- TA 220 Production Participation **Credits: 0** 6 terms
- TA 242 Design Aesthetics **Credits: 2**
- TA 244 Technical Theatre: Scenecraft **Credits: 3**

- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 246 Technical Theatre: Costuming **Credits: 3**
- TA 251 Elements of Acting **Credits: 3**  
or TA 265 Acting I **Credits: 4**
- TA 264 Directing I **Credits: 4**  
or TA 234 Stage Management **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**
- TA 453 Capstone Experience **Credits: 3**

### Choose One

- TA 255 Movement I **Credits: 2**
- TA 261 Movement II **Credits: 2**
- TA 368 Masks **Credits: 2**

### Choose One

- TA 205 Stage Speech I **Credits: 2**
- TA 290 Voice I **Credits: 2**
- TA 305 Stage Speech II: Dialects **Credits: 2**
- TA 351 Voice II **Credits: 2**

### Choose One

- TA 343 Costume Design **Credits: 4**
- TA 346 Scenic Design **Credits: 4**
- TA 348 Lighting Design **Credits: 4**

Upper Division Theatre Elective Credits:  
18

Breadth Credits: 12

- Language or broadening topics as approved by an advisor

Total Credits: 82-84

## Theatre Arts, B.S.

**Professors:** Scott Grim, David Janoviak, Kent Neely, Michael Phillips

**Associate professors:** Sandra Hedgepeth

## 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 licensure 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: 3**
- TA 166 Text Analysis **Credits: 3**
- TA 167 Play Reading **Credits: 3**
- TA 220 Production Participation **Credits: 0**
- TA 242 Design Aesthetics **Credits: 2**
- TA 244 Technical Theatre: Scenecraft **Credits: 3**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 246 Technical Theatre: Costuming **Credits: 3**
- TA 251 Elements of Acting **Credits: 3**  
or TA 265 Acting I **Credits: 4**
- TA 264 Directing I **Credits: 4**  
or TA 234 Stage Management **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**
- TA 453 Capstone Experience **Credits: 3**

### Choose One

- TA 255 Movement I **Credits: 2**
- TA 261 Movement II **Credits: 2**
- TA 368 Masks **Credits: 2**

## Choose One

- TA 205 Stage Speech I **Credits: 2**
- TA 290 Voice I **Credits: 2**
- TA 305 Stage Speech II: Dialects **Credits: 2**
- TA 351 Voice II **Credits: 2**

## Choose One

- TA 343 Costume Design **Credits: 4**
- TA 346 Scenic Design **Credits: 4**
- TA 348 Lighting Design **Credits: 4**

## Upper Division Theatre Elective Credits: 18

## Breadth Credits: 12

Additional upper division theatre classes or other applicable classes (creative arts, technical theatre and theatre design, business) as approved by an advisor.

## Total Credits: 82-84

## Theatre, B.F.A.

**Professors:** Scott Grim, David Janoviak, Michael Phillips  
**Associate professors:** Sandra Hedgepeth

## 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 licensure programs, internships, professional theatre and participation in the arts in their communities.

## Learning Outcomes

1. Understand processes involved in creating theatre, from script analysis through public performance.
2. Demonstrate competency in various production processes.
3. Understand the historical, literary, theoretical, stylistic and cultural dimensions of theatre and how theatrical works exist within societal contexts.

## Core Courses

- TA 165 Production Dynamics **Credits: 3**
- TA 166 Text Analysis **Credits: 3**
- TA 167 Play Reading **Credits: 3**
- TA 241 Tech Theatre Topics **Credits: 2**
- TA 242 Design Aesthetics **Credits: 2**
- TA 244 Technical Theatre: Scenecraft **Credits: 3**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**
- TA 246 Technical Theatre: Costuming **Credits: 3**
- TA 251 Elements of Acting **Credits: 3**  
or TA 265 Acting I **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**

## Choose One Concentration Area

- Actor Training Concentration
- Production Training Concentration
- Theatre Education Concentration

## Total Credits: 119-138

### Note:

A combined total of 12 credit hours in mathematics or computer science is required for this degree. A minimum of one course in mathematics and one course in computer science is required; any remaining required credit hours may be from either discipline. CS 101 may not be used to meet any portion of this 12-credit requirement.

## Actor Training Concentration

### Core Courses

- TA 205 Stage Speech I **Credits: 2**
- TA 252 Technical Theatre: Makeup **Credits: 3**
- TA 255 Movement I **Credits: 2**
- TA 261 Movement II **Credits: 2**
- TA 271 Acting II **Credits: 4**
- TA 290 Voice I **Credits: 2**
- TA 305 Stage Speech II: Dialects **Credits: 2**
- TA 351 Voice II **Credits: 2**

- TA 357 Production Performance **Credits: 1-4 Credits: 6**
- TA 360 Contemporary Audition **Credits: 4**
- TA 368 Masks **Credits: 2**
- TA 370 Acting For The Camera **Credits: 4**
- TA 371 Acting Meisner I **Credits: 4**
- TA 394 Acting Meisner II **Credits: 4**
- TA 395 Special Studies: Plays in Performance **Credits: 1**
- TA 405 Acting Shakespeare **Credits: 4**
- TA 410 Acting for the Camera II **Credits: 3**
- TA 420 Acting: Scene Study **Credits: 1**
- TA 432 Acting Styles I: Modernism **Credits: 4**
- TA 433 Acting Styles II: Restoration/Manners **Credits: 4**
- TA 437 Acting Shakespeare II **Credits: 4**
- TA 453 Capstone Experience **Credits: 3**

## Dance Credits: 9

- 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 110 Transition to WOU Dance **Credits: 1**
- 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**

Total Credits: 76

## Production Training Concentration

### Core 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**
- TA 234 Stage Management **Credits: 3**
- TA 252 Technical Theatre: Makeup **Credits: 3**
- TA 308 History of Fashion **Credits: 4**
- TA 336 Stage Properties **Credits: 4**

- TA 338 History of Architecture and Decor **Credits: 4**
- TA 343 Costume Design **Credits: 4**
- TA 345 Scenic Painting I **Credits: 3**
- TA 346 Scenic Design **Credits: 4**
- TA 348 Lighting Design **Credits: 4**
- TA 395 Special Studies: Plays in Performance **Credits: 1**
- TA 412 Portfolio Review **Credits: 2**
- TA 453 Capstone Experience **Credits: 3**

### Choose Two

- TA 354 Production Design I **Credits: 1-3 Credits: 3**
- TA 355 Production Management I **Credits: 1-3 Credits: 3**
- TA 359 Production Fabrication **Credits: 1-4 Credits: 3**

## Elective Credits: 18

- A 115 Beginning Design: Two-dimensional **Credits: 4**
- A 120 Beginning Digital Art & Design **Credits: 4**
- A 130 Beginning Drawing **Credits: 4**
- A 230 Introduction to Life Drawing **Credits: 4**
- TA 344 Costume Crafts **Credits: 4**
- TA 349 Design Studio **Credits: 3**
- TA 436 Advanced Costume Techniques **Credits: 3**
- TA 443 Advanced Costume Design **Credits: 4**
- TA 445 Scenic Painting II **Credits: 3**
- TA 446 Advanced Scene Design: CAD **Credits: 3**
- TA 447 Digital Imagery for Theatre **Credits: 4**
- TA 448 Advanced Lighting Design **Credits: 4**

Total Credits: 75

## Theatre Education Concentration

### Core Courses

### Pre-Education Core Classes

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: 3**

- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 373 Introduction to Curriculum and Assessment **Credits: 3**

## Theatre Courses

- TA 220 Production Participation **Credits: 0** take 4 times
- TA 221 Directing Practicum **Credits: 0** take 2 times
- TA 222 Foundations Workshops **Credits: 0**

### take 4 times

- TA 234 Stage Management **Credits: 3**
- TA 255 Movement I **Credits: 2**
- TA 271 Acting II **Credits: 4**
- TA 290 Voice I **Credits: 2**
- TA 305 Stage Speech II: Dialects **Credits: 2**
- TA 343 Costume Design **Credits: 4**
- TA 346 Scenic Design **Credits: 4**
- TA 348 Lighting Design **Credits: 4**
- TA 405 Acting Shakespeare **Credits: 4**
- TA 457 Directing II **Credits: 3**

## Choose One

- D 102 Beginning Jazz Dance **Credits: 3**
- D 103 Beginning Modern Dance **Credits: 3**

## Professional Education Core

- 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: 3**
- ED 421 Technology Integration **Credits: 3**
- ED 429 Professional Development Seminar III **Credits: 2**
- ED 434 Content Pedagogy I **Credits: 3**
- ED 436 Content Pedagogy II **Credits: 3**
- ED 444 Content Literacy **Credits: 3**

- ED 446 Environments for Diverse Learners **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- ED 498 Clinical Experience III **Credits: 10**

Total Credits: 93

## Visual Communication Design, 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, Jodie Garrison, Rebecca McCannell, Diane Tarter

**Associate professors:** Michael Freeman, Mary Harden, Daniel Tankersley, Garima Thakur

**Assistant professor:** 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. (ULO- Inquiry and Analysis)
3. Integrate vision, language, form, and materials for communication and self-expression. (ULO- Integrative learning)

Visual communication design major prerequisites:

All 200-level studio courses require A 115 and A 130; A 262 also requires A 120. Most 300- and 400-level studio courses require A 220 and A 262. Many also have specific

upper division prerequisites.

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

## 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 Typography **Credits: 4**
- A 262 Digital Images & Photography I **Credits: 4**
- Minimum 8 additional credits of 200-level Art and Design courses\*

**\*Plan with an advisor to take prerequisites required for upper division coursework.**

## Upper Division Courses

- A 320 Graphic Design: Process & Theory **Credits: 4**
- A 321 Graphic Design: Form and Communication **Credits: 4**
- Minimum of 20 additional 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 429 Portfolio & Professional Preparation **Credits: 4**

**Total Credits: 84**

# 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](http://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**
- PS 497 U.S. Foreign Policy **Credits: 4**

### Credits: 4

- Any Writing course offered at WOU higher than WR 122

### 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:** Brent Redpath

### Mission

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

### Learning Outcomes

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

## 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**

#### 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 take the WOU ASL Assessment (WASLA) and achieve a rating of Survivor+. Students entering ASL 302 and ASL 303, must take the WASLA.

### Total Credits: 18

#### Note:

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

Students interested in ASL studies should contact Deaf Studies and Professional Studies at 503-838-8322 or 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

**Professors:** Jennifer Bracy, Jodie Garrison, Rebecca McCannell, Diane Tarter

**Associate professors:** Michael Freeman, 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 art making, personalized learning and public service. The program teaches theory, philosophy and aesthetic awareness. Student and professional gallery exhibits contribute to the cultural environment of the campus and region. The process of critical and creative thinking, skill building and visual literacy are emphasized throughout the program.

## Learning Outcomes

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

## 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

**Professors:** Jennifer Bracy, Jodie Garrison, Rebecca McCannell, Diane Tarter

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

## 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:** Sarah Boomer, Erin Baumgartner, Bryan Dutton, Karen Haberman, Michael LeMaster

**Associate professors:** Michael Baltzley, Ava Howard, Kristin Latham-Scott

### Mission

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

### Learning Outcomes

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

### Core Courses

- BI 211 Principles of Biology: Cells and Genetics **Credits: 4**
- BI 212 Principles of Biology: Evolution, Diversity, and Ecology **Credits: 4**
- BI 213 Principles of Biology: Structure and Function **Credits: 4**  
or Equivalent Sequence **Credits: 15**

Upper Division Credits: 12-15

Approved by Biology adviser

Total Credits: 24-30

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

**Associate professors:** Bojan Ilievski

### 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 211 Financial Accounting **Credits: 4**
- BA 310 Principles of Marketing **Credits: 3**
- BA 315 Financial Management **Credits: 3**
- BA 361 Organizational Behavior **Credits: 3**
- BA 370 Business and Society **Credits: 3**
- Upper division electives in business, economics or entrepreneurship **Credits: 6**

Total Credits: 22

## Chemistry Minor

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

### 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

- CH 221 General Chemistry **Credits: 5**
- CH 222 General Chemistry **Credits: 5**
- CH 223 General Chemistry **Credits: 5**
- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- Approved upper division elective in chemistry (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

**Professor:** Emily Plec

**Associate professor:** Paula Baldwin, Dana Schowalter

**Assistant professor:** Alexander Curry

## 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

### 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 251 Calculus I **Credits: 4**
- MTH 232 Elements of Discrete Mathematics II **Credits: 4**  
or MTH 252 Calculus II **Credits: 4**

**Elective Credits: 4**

Approved upper-division elective credits.

**Total Credits: 32**

## 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. 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 - F **Credits: 2**
- D 278 Intermediate Hip-Hop - W **Credits: 2**
- D 279 Intermediate Hip-Hop - S **Credits: 2**
- D 280 Intermediate Modern Dance - F **Credits: 2**
- D 281 Intermediate Modern Dance - W **Credits: 2**
- D 282 Intermediate Modern Dance - S **Credits: 2**
- D 285 Intermediate Ballet - F **Credits: 2**
- D 286 Intermediate Ballet - W **Credits: 2**
- D 287 Intermediate Ballet - S **Credits: 2**
- D 288 Intermediate Jazz Dance - F **Credits: 2**
- D 289 Intermediate Jazz Dance - W **Credits: 2**
- D 290 Intermediate Jazz Dance - S **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 - F **Credits: 2**
- D 381 Pre-Advanced Modern Dance - W **Credits: 2**
- D 382 Pre-Advanced Modern Dance - S **Credits: 2**
- D 385 Pre-Advanced Ballet - F **Credits: 2**
- D 386 Pre-Advanced Ballet - W **Credits: 2**
- D 387 Pre-Advanced Ballet - S **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 Group Choreography **Credits: 3**
- D 456 Choreography for the Camera **Credits: 3**
- D 460 Dance and Technology **Credits: 3**
- D 480 Advanced Modern Dance - F **Credits: 2**
- D 481 Advanced Modern Dance - W **Credits: 2**
- D 482 Advanced Modern Dance - S **Credits: 2**
- D 485 Advanced Ballet - F **Credits: 2**

- D 486 Advanced Ballet - W **Credits: 2**
- D 487 Advanced Ballet - S **Credits: 2**
- D 491 Creative Dance for Children **Credits: 3**
- D 494 Dance Teaching Methods **Credits: 3**

Total Credits: 25

## 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 343 Purposes of Play in Learning **Credits: 3**

#### Choose One

- ED 231 Typical & Atypical Development **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**

#### Choose One

- ED 285 Introduction to Families **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**

#### Choose One

- ED 420 Global Perspectives in Early Childhood Education **Credits: 3**

- ED 425 Early Childhood Policy and Advocacy **Credits: 3**
- ED 485 Early Childhood Education: Leadership and Administration **Credits: 3**

#### Choose One

- ED 340 Standing on the Shoulders of Giants: History & Theories of Early Childhood Education **Credits: 3**
- ED 357 Approaches to Early Childhood Education: Montessori, Reggio Emilia, & Waldorf Critical Issues in Early Childhood **Credits: 3**
- ED 448 Early Childhood Curriculum (birth- 4th grade) **Credits: 3**

Total Credits: 18

## Economics Minor

**Professors:** Zenon Zygmunt  
**Associate professor:** Bojan Ilievski

### Mission

Trains students in the tools of the discipline and encourages them to apply that knowledge to domestic and international economic and social problems. Introductory and intermediate courses in macroeconomics and microeconomics, a course in econometrics and report writing, as well as additional upper division electives in various economic specialties will prepare students for career goals.

### Learning Outcomes:

1. Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
2. Demonstrate quantitative literacy in the context of economic behavior.
3. Use appropriate writing methods to effectively communicate economic concepts.

### Core Courses

- EC 201 Introduction to Microeconomics **Credits: 4**
- EC 202 Introduction to 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 111 College Algebra **Credits: 4**

## Upper Division Elective Credits: 4

Total Credits: 28

### Educational Psychology Minor

**Professors:** David Foster, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Tamina Toray

**Associate professors:** Jaime Cloud

**Assistant professors:** Kathy Espino-Pérez, Alicia Ibaraki, Dan McCarthy, Jay Schwartz

### 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 27 credit hours, of which at least 15 hours must be upper division. All students complete a required core, then choose from electives listed below.

### Core Courses

- ED 200 Foundations of Education **Credits: 3**  
or ED 220 Introduction to Early Childhood Education **Credits: 3**  
or SPED 200 Careers in Human Services **Credits: 3**
- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- PSY 201 General Psychology **Credits: 4**

- PSY 360 Cognitive Psychology **Credits: 4**  
or PSY 390 Theories of Learning **Credits: 4**

### Elective Credits: 13

- Must include at least 6 hours of ED or SPED coursework.
- Minimum of 13 credits
- ED 224 Creative Arts in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 230 Children's Literature in Diverse Classrooms **Credits: 3**
- ED 231 Typical & Atypical Development **Credits: 3**
- ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade) **Credits: 3**
- ED 233 Applied Adolescent Learning and Development **Credits: 3**
- ED 240 Young Adult Literature in Diverse Classrooms **Credits: 3**
- ED 242 Applied Children's Learning and Development **Credits: 3**
- ED 245 Designing Early Childhood Environments (birth-4th grade) **Credits: 3**
- ED 248 Developmentally Appropriate Practices: EC Play, Development and Literature **Credits: 3**
- ED 250 Inclusive Practices in Early Childhood Settings (birth-4th grade) **Credits: 3**
- ED 259 Special Education and Inclusive Communities **Credits: 3**
- ED 280 Infant and Toddler Development **Credits: 3**
- ED 322 Early Childhood Motor Development and Movement Education **Credits: 3**
- ED 343 Purposes of Play in Learning **Credits: 3**
- ED 369 Critical Issues in Early Childhood **Credits: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 385 Infant and Toddler Observation and Assessment **Credits: 3**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**
- ED 420 Global Perspectives in Early Childhood Education **Credits: 3**
- ED 472 Trauma Informed Practices in Early Childhood **Credits: 3**
- 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 435 Theories of Personality **Credits: 4**
- PSY 449 Psychology of Creativity **Credits: 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 418 Survey of Special Education **Credits: 3**
- SPED 447 Partnerships in Special Education **Credits: 3**

**Total Credits: 27**

Minimum of 27 credits

## English Studies Minor

### 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:

May not be combined with a major in any English Studies concentration. Students planning any English area minor need to be aware of prerequisites for upper-division courses. Planning with an advisor is essential.

## English to Speakers of Other Languages (ESOL) and Bilingual Education 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 482 Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 483 Culture, Community and the ESOL/Bilingual Classroom **Credits: 3**
- ED 484 First and Second Language Acquisition and Educational Linguistics **Credits: 3**
- ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for Emergent Bilinguals **Credits: 3**
- ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings **Credits: 3**



Total Credits: 15

Note:

ED 481 Introduction to ESOL and Bilingual Education is a prerequisite for all above courses in the ESOL minor.

## Entrepreneurship Minor

Professor:

### 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 211 Financial Accounting **Credits: 4 \***
- BA 310 Principles of Marketing **Credits: 3 \***
- ENT 320 Entrepreneurial Finance **Credits: 1**
- ENT 330 Planning and Creating New Ventures **Credits: 3**
- ENT 350 Small Business Management **Credits: 3**

### Choose One

- ENT 360 Small Business Marketing **Credits: 3**
- ENT 460 Entrepreneurship in Action **Credits: 3**

### 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: 19

Note:

\* If business major, choose any business or economics elective.

## Environmental Studies Minor

**Professors:** Bryan Dutton, Mark Henkels, Michael McGlade, Mary Pettenger, Emily Plec, Stephen Taylor, Jeffrey Templeton  
**Associate professors:** Susan Daniel, Mark Van Steeter

**Assistant 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 104 Chemistry and the Environment **Credits: 4**
- ES 104 Exploring the Physical Earth **Credits: 4**
- ES 105 Discoveries in Earth Science **Credits: 4**
- ES 106 Exploring the Oceans and Atmosphere **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 105 Nature & Society **Credits: 4**
- GEOG 106 Sustainable World **Credits: 4**

- GEOG 240 Map & Air Photo Interpretation **Credits: 4**
- PHL 255 Environmental Ethics **Credits: 4**
- SOC 225 Social Problems **Credits: 4**

Choose Three Environmental Science Courses

- ANTH 311 Human Evolution **Credits: 4**
- BI 317 Vertebrate Natural History **Credits: 4**
- BI 321 Systematic Field Botany **Credits: 4**
- BI 370 Humans and the Environment **Credits: 4**
- BI 461 Conservation Biology **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 390 Basic Meteorology **Credits: 3**
- ES 420 Medical Geology **Credits: 4**
- ES 431 Paleobiology **Credits: 4**
- ES 453 Geology of the Pacific Northwest **Credits: 4**
- ES 454 Volcanology **Credits: 4**
- ES 460 Energy and Mineral Resources **Credits: 3**
- 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 Stratigraphy and Depositional Systems **Credits: 4**
- GEOG 321 Field Geography **Credits: 4**
- GEOG 385 Quantitative Methods in Geography **Credits: 4**
- GEOG 390 Global Climate Change **Credits: 4**
- GEOG 391 Biogeography **Credits: 4**
- GEOG 392 Physical Geography **Credits: 4**
- GEOG 393 Soils Geography **Credits: 4**

Choose Three Environmental Policy Courses

- ANTH 396 Environmental Anthropology **Credits: 4**
- GEOG 331 Environmental Justice **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 425 Urban Planning and Policy **Credits: 4**

- GEOG 470 Energy, Environment and Society **Credits: 4**
- GEOG 480 Nature in the American West **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 327 Social Research Methods **Credits: 4**
- SOC 400 Globalization and Development **Credits: 4**

**Total Credits: 28-32**

## Film Studies Minor

**Professors:** Shaun Huston, Gavin Keulks, Mark Perlman, Michael Phillips, Emily Plec, Robin Smith

**Associate professor:** 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**
- COM 426 Language of the Mass Media **Credits: 4**
- LIT 386 Form and Meaning in Film **Credits: 4**

Choose Two Theory, Tools and Methods Courses

- A 305 History of Modern Art, 1914-1965 **Credits: 4**
- A 306 History of Modern Art, 1965-Present **Credits: 4**
- A 326 Video & Animation I **Credits: 4**
- A 327 Video & Animation II **Credits: 4**
- COM 342 Media Literacy **Credits: 4**
- GEOG 386 Making Digital Video for the Social Sciences **Credits: 4**
- LIT 317 Introduction to Literary Studies I **Credits: 4**
- MUS 423 Music Media Production III **Credits: 3**
- MUS 460 Special Topics in Music History **Credits: 2-3 Credits: 3**
- PHL 282 Philosophy of Art **Credits: 4**
- SOC 460 Feminist Theory **Credits: 3**
- TA 251 Elements of Acting **Credits: 3**
- TA 308 History of Fashion **Credits: 4**
- TA 330 Script Writing **Credits: 4**
- TA 338 History of Architecture and Decor **Credits: 4**

### Choose Two Topical Courses

- FR 340 Topics in French Arts and Culture **Credits: 3**
- GEOG 207 Geography and Film **Credits: 4**
- GEOG 307 Canadian Identity Through Film **Credits: 4**
- GEOG 420 The West and the American Imagination **Credits: 4**
- GEOG 421 The Changing American West **Credits: 4**
- GL 310 German Film and Conversation **Credits: 4**
- PS 478 Political Fiction and Film **Credits: 4**
- SOC 407 Seminar: Special Topics in Sociology **Credits: 4**
- SPAN 435 Contemporary Hispanic Societies Through Film **Credits: 4**

### Elective Credits: 6-8

Choose courses in consultation with a film studies adviser. Courses not listed here may be applied towards the minor with adviser approval. Students may also apply credits from FLM 406 Special Individual Studies and FLM 409 Practicum towards completion of the minor.

### Total Credits: 29-35

## Forensic Anthropology Minor, Criminal Justice Majors

**Professors:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** 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.

## Core Courses

- CJ 322 Forensic Anthropology **Credits: 4**  
or ANTH 322 Forensic Anthropology **Credits: 4**
- CJ 328 Forensic Osteology **Credits: 4**  
or ANTH 328 Forensic Osteology **Credits: 4**
- CJ 443 Advanced Forensic Anthropology **Credits: 4**  
or ANTH 443 Advanced Forensic Anthropology **Credits: 4**

## Choose Three

- ANTH 214 Physical Anthropology **Credits: 4**
- ANTH 215 Archaeology **Credits: 4**
- ANTH 216 Cultural Anthropology **Credits: 4**
- ANTH 311 Human Evolution **Credits: 4**
- ANTH 313 North American Prehistory **Credits: 4**
- ANTH 324 Anthropological Theory **Credits: 4**
- ANTH 392 Applied Anthropology **Credits: 4**
- ANTH 432 Human Rights **Credits: 4**
- CJ 245 GIS Maps and Spatial Information **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- CJ 333 Forensic DNA Analysis **Credits: 4**  
or ANTH 333 Forensic DNA Analysis **Credits: 4**

- CJ 372 Social Constructions of Race **Credits: 4**  
or ANTH 372 Social Constructions of Race **Credits: 4**
- PSY 336 Introduction to Forensic Psychology **Credits: 4**

Total Credits: 24

## Forensic Anthropology Minor, Other Majors

**Professors:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** 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.

## Core Courses

- 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**
- ANTH 443 Advanced Forensic Anthropology **Credits: 4**  
or CJ 443 Advanced Forensic Anthropology **Credits: 4**

## Choose Three

- ANTH 214 Physical Anthropology **Credits: 4**
- ANTH 215 Archaeology **Credits: 4**
- ANTH 216 Cultural Anthropology **Credits: 4**

- ANTH 311 Human Evolution **Credits: 4**
- ANTH 313 North American Prehistory **Credits: 4**
- ANTH 324 Anthropological Theory **Credits: 4**
- ANTH 333 Forensic DNA Analysis **Credits: 4**  
or CJ 333 Forensic DNA Analysis **Credits: 4**
- ANTH 372 Social Constructions of Race **Credits: 4**  
or CJ 372 Social Constructions of Race **Credits: 4**
- ANTH 392 Applied Anthropology **Credits: 4**
- ANTH 432 Human Rights **Credits: 4**
- CJ 213 Introduction to Criminal Justice **Credits: 4**
- CJ 219 Ethics and Leadership in Criminal Justice **Credits: 4**
- CJ 245 GIS Maps and Spatial Information **Credits: 4**
- CJ 321 Principles of Forensic Investigations **Credits: 4**
- CJ 327 Research Methods in Criminal Justice **Credits: 4**
- CJ 427 Quantitative Methods in Criminal Justice **Credits: 4**
- CJ 445 Race and Social Justice **Credits: 4**
- PSY 336 Introduction to Forensic Psychology **Credits: 4**

Total Credits: 24

## Forensic Chemistry Minor

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

## 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 221- CH 222- CH 223 are completed.

## Core Courses

- CH 313 Instrumental Analysis **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 3**
- CH 320L Lab: Introduction to Forensic Science **Credits: 1**
- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- CH 420 Forensic Laboratory Techniques and Documentation **Credits: 4**
- COM 327 Communication in the Legal Field **Credits: 4**

## Elective Credits: 3-4

- CH 161 Beginning Crime Scene Photography **Credits: 4**
- CH 312 Quantitative 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

**Professors:** David Foster, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Tamina Toray

**Associate professors:** Jaime Cloud

**Assistant professors:** Kathy Espino-Pérez, Alicia Ibaraki, Dan McCarthy, 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 202 General Psychology **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: 3**
- 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 225 Social Problems **Credits: 4**
- SOC 354 Sociology of Deviant Behavior **Credits: 4**

**Total Credits: 27-28**

## Forensic Science Minor

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

### 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 103 Allied Health Chemistry **Credits: 5**
- CH 161 Beginning Crime Scene Photography **Credits: 4**
- CH 320 Introduction to Forensic Science **Credits: 3**
- CH 320L Lab: Introduction to Forensic Science **Credits: 1**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 430 Applications of Forensic Science **Credits: 3**

## Elective Credits: 4

- CH 322 Medicinal Chemistry and Pharmacology **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**

**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**

**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 471 Women in Japanese Society **Credits: 4**
- HST 472 Women in Chinese Society **Credits: 4**
- HST 481 American Voices: Autobiography, Biography and Memoir in American History **Credits: 4**
- HST 484 Health, Medicine and Gender in Historical Perspective **Credits: 4**
- HST 493 Women 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 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 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 105 Nature & Society **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**

**Total Credits: 24**

**Note:**

In addition to the minor, the Geographic Information Science curriculum may also be completed as a professional development certificate program.

## Geography Minor



**Professors:** Shaun Huston, Michael McGlade  
**Associate professors:** Sriram Khe, Mark Van Steeter

## Mission

The Geography and Sustainability Department believes that geographic literacy is essential for the lifelong development and professional service of all the university's students, not merely those majoring or minoring in the discipline. We aim to provide a learning environment in which students will have structured opportunities to develop expertise in geography and to also achieve the institutional Undergraduate Learning Outcomes.

## Learning Outcomes

1. Explain important elements of geographic thought and practice.
2. Interpret the interrelationships between people, space and place.
3. Analyze human-environment relations.
4. Interpret the interrelationships between people, space and place.

## Core Courses

- GEOG 105 Nature & Society **Credits: 4**

### Choose One

- GEOG 106 Sustainable World **Credits: 4**
- GEOG 107 People, Space and Place **Credits: 4**

### Choose One

- GEOG 321 Field Geography **Credits: 4**
- GEOG 495 Seminar in Geography and Sustainability **Credits: 4**

## Upper Division Geography Elective Credits: 16

Total Credits: 28

## German Minor

### 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

- 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:** Margaret Manoogian  
**Associate professor:** Melissa Cannon  
**Dual appointed professor:** Tamina Toray

### 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 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 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 460 Housing and Long-Term Care for Older Adults **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **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

## Health Minor

### 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**
- HE 334 Health Disparities and Social Determinants of Health **Credits: 4**
- HE 375 Epidemiology **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 418 Women's Health **Credits: 4**
- HE 428 Poverty and Public Health **Credits: 4**
- HE 457 Migrant Health **Credits: 4**
- HE 465 International 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

## Healthcare Science Minor

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

## 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 103 Allied Health Chemistry **Credits: 5**
- CH 247 Foundations of Integrative Medicine **Credits: 4**
- CH 345 Introduction to Toxicology **Credits: 3**

## Elective Credits: 12

- BI 234 Human Anatomy and Physiology **Credits: 4**
- BI 235 Human Anatomy and Physiology **Credits: 4**
- BI 236 Human Anatomy and Physiology **Credits: 4**
- CH 106 Scientific Advances in Medicine **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **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: 28**

## History Minor

**Professors:** David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen

**Associate professor:** Elizabeth Swedo

## Mission

Promote a community of scholars dedicated to excellence in teaching, research, professional and community service. This community connects students with the past through a global and comparative perspective and provides them with the tools for critical thinking and analysis that are the foundation of the liberal arts education.

## Learning Outcomes

1. Critically analyze, synthesize and evaluate primary and secondary historical sources.
2. Engage multiple historical methodologies and multiple sources to produce well-researched written work.
3. Explain historical developments across multiple cultures and regions.

## 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 201, HST 202 and HST 203 are designated as North American Studies; HST 104, HST 105 and HST 106 are designated as Comparative/Methods.

**Total Credits: 28**

## Human Biology Minor

Choose One

- BI 102 General Biology: The Foundations of Life **Credits: 4**
- BI 211 Principles of Biology: Cells and Genetics **Credits: 4**

Foundational Human Anatomy and Physiology Courses

- BI 134 Introductory Human Anatomy and Physiology **Credits: 4**  
and BI 135 Introductory Human Anatomy and Physiology **Credits: 4**

or

- BI 234 Human Anatomy and Physiology **Credits: 4**  
and BI 235 Human Anatomy and Physiology **Credits: 4**

Required Upper Division Biology Courses

- BI 370 Humans and the Environment **Credits: 4**
- BI 441 Human Heredity **Credits: 4**

## Elective Credits: 6-8

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 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **Credits: 4**

## Geography Electives

- GEOG 380 Environmental Conservation **Credits: 4**
- GEOG 470 Energy, Environment and Society **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 and Gender in Historical Perspective **Credits: 4**
- HST 489 Environmental History **Credits: 4**

## Exercise Science Electives

- EXS 301 Basic Exercise Science **Credits: 4**
- EXS 371 Kinesiology **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: 26-28**

**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.

### 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 Studies (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:** Breeann Flesch, Jie Liu, Becka Morgan, Scot Morse

**Associate professors:** Thaddeus Shannon

**Assistant professor:** Lucas Cordova

### 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:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPy

## 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 213 Introduction to Criminal Justice **Credits: 4 \***
- CJ 214 The Juvenile Justice System **Credits: 4 \***
- CJ 411 Families and Youth Crime **Credits: 4**
- CJ 451 Youth, Crime and Society **Credits: 4**
- CJ 461 Youth Immigration and Crime **Credits: 4**
- CJ 463 Topics on Juvenile Issues **Credits: 4**

**Elective Credits: 4**

- CJ 403 Field Study **Credits: 1-4 Credits: 4**
- CJ 444 Restorative Justice **Credits: 4**
- CJ 449 Youth Gangs in American Society **Credits: 4**
- CJ 455 Correctional Casework and Counseling **Credits: 4**
- PSY 482 Adolescence **Credits: 4**  
or SOC 354 Sociology of Deviant Behavior **Credits: 4**
- SOC 409 Practicum: Latino/a Ed Mentor **Credits: 1-16 Credits: 4**

**Total Credits: 28**

\* Program prerequisites

## 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**
- GEOG 372 South 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**
- GEOG 372 South 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 20th-Century Latin America **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

## 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:

- ED 301 Introduction to Chicano/a Studies **Credits: 3**
- 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:

- ED 302 Multicultural Education and the American Experience **Credits: 3**
- 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

Professor: Mark Henkels

### Mission

Prepares students for success in law school and in fields related to the law. The program serves the university by integrating law-related curriculum and promoting awareness of legal processes and issues.

### Learning Outcomes

1. Critically analyze and effectively communicate about the legal system in speech and writing.
2. Explain theoretical and practical aspects of the law, the diversity of law-related fields and their roles in society.
3. Advocate for better understanding of the legal system and issues.

## Core Courses

- BA 230 Introduction to Business Law **Credits: 3**
- 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 211 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 481 International Law **Credits: 4**
- PS 494 Human Rights **Credits: 4**

**Total Credits: 23-27**

## Linguistics Minor

**Professors:** Kit Andrews, Kathleen Cassity, Carol Harding, David Hargreaves, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Thomas Rand, Katherine

Schmidt, Uma Shrestha, Robert Troyer, Curtis Yehnert  
**Associate professors:** Ann Bliss, Leigh Graziano, Lars Söderlund

## 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 I **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 literature, linguistics or writing need to be aware of prerequisites for upper-division courses. Students with a major in one of these areas and a minor in another need to plan with an advisor additional classes in the minor to replace courses taken in the common core. Planning with an advisor is essential.

## Literature Minor

**Professors:** Kathleen Cassity, David Hargreaves, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Thomas Rand, Katherine Schmidt, Uma Shrestha, Robert Troyer

**Associate professors:** Ann Bliss, Leigh Graziano, Lars Söderlund

## 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**
- LIT 317 Introduction to Literary Studies I **Credits: 4**

## Elective Credits: 12

Upper-division Literature or English courses.

Must be approved by adviser.

**Total Credits: 20**

Note:

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

## Mathematics Education Minor, Mathematics Majors

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancezza, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

## Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

## Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and 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 392 College Algebra for Elementary and Middle School Teachers **Credits: 3**
- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 3**
- MTH 394 Introduction to Geometry for Elementary Teachers **Credits: 3**  
or MTH 494 Geometry for Middle School Teachers **Credits: 3**
- MTH 396 Elementary Problem Solving **Credits: 3**

## Choose One

- MTH 346 Number Theory **Credits: 4**
- MTH 355 Discrete Mathematics **Credits: 4 \***  
or MTH 398 Discrete Mathematics for Elementary and Middle School Teachers **Credits: 3 \***

Total Credits: 27-28

Note:

\* If MTH 355 is taken to satisfy any part of any Mathematics major requirements, then neither MTH 355 nor MTH 398 may apply toward the Mathematics Education minor

Mathematics education minors must have a grade of C- or better in courses that are used to satisfy the minor requirements.

## Mathematics Education Minor, Non-Mathematics Majors

**Professors:** Cheryl Beaver, Scott Beaver, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancezza, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

## Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

## Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and 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 396 Elementary Problem Solving **Credits: 3**
- MTH 494 Geometry for Middle School Teachers **Credits: 3**
- MTH 495 Calculus Concepts for Middle School Teachers **Credits: 3**

## Choose One

- MTH 111 College Algebra **Credits: 4**

- MTH 392 College Algebra for Elementary and Middle School Teachers **Credits: 3**

### Choose One

- MTH 393 Probability & Statistics for Elementary and Middle School Teachers **Credits: 3**
- MTH 398 Discrete Mathematics for Elementary and Middle School Teachers **Credits: 3**
- MTH 492 Abstract Algebra for Middle School Teachers **Credits: 3**

**Total Credits: 27-28**

### 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, Hamid Behmard, Laurie Burton

**Associate professors:** Matthew Ciancetta, Matthew Nabity

**Assistant professor:** Ben Coté, Leanne Merrill

## Mission

Teaching of mathematics and the communication of mathematical ideas. Faculty members believe that both the assimilation of mathematical knowledge and the enhancement of one's capacity for mathematical reasoning are essential outcomes of a liberal arts education.

## Learning Outcomes

1. Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
2. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and nonaxiomatic systems.
3. Demonstrate effective written communication of mathematical concepts.

## Core Courses

- MTH 251 Calculus I **Credits: 4**
- MTH 252 Calculus II **Credits: 4**
- MTH 280 Introduction to Proof **Credits: 4**

### Choose One

- MTH 253 Calculus III: 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

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

## 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 247 Foundations of Integrative Medicine **Credits: 4**
- CH 322 Medicinal Chemistry and Pharmacology **Credits: 4**
- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- CH 345 Introduction to Toxicology **Credits: 3**
- CH 450 Biochemistry I **Credits: 3**

Total Credits: 26

## 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 498 U.S. Foreign and National Security Policy **Credits: 4**

## Writing Credits: 4

Any writing course higher than WR 122

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

**Professors:** Diane Baxter, Kevin Helppie, Ike Nail, Kevin Walczyk

**Associate professor:** Dirk Freymuth

**Assistant professor:** James Reddan

## Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, instrumental performance, vocal performance, jazz and popular music and pre-teaching.

## Learning Outcomes

1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/ aesthetic focus.

## Core Courses

- MUS 120 Music Theory Fundamentals **Credits: 1-6** Credits: 6
- MUS 211 Music Theory I: Tonality **Credits: 3**
- MUS 212 Music Theory II: Counterpoint **Credits: 3**
- MUS 221 Aural Skills I **Credits: 1**
- MUS 222 Aural Skills II **Credits: 1**

Upper Division Music Elective Credits:  
15

Total Credits: 29

## Music Minor, Audio Production Emphasis

**Professors:** Diane Baxter, Kevin Helppie, Ike Nail, Kevin Walczyk

**Associate professor:** Dirk Freymuth

**Assistant professor:** James Reddan

## Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances. The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, instrumental performance, vocal performance, jazz and popular music and pre-teaching.

## Learning Outcomes

1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/ aesthetic focus.

## Core Courses

- MUP 110 Music Performance - Audio Production **Credits: 2-4** Credits: 6
- MUP 210 Music Performance - Audio Production **Credits: 2-4** Credits: 9
- MUS 381 Introduction to Audio Production **Credits: 3**
- MUS 382 Digital Music Production **Credits: 3**
- MUS 383 Advanced Music Production **Credits: 3**
- MUS 421 Music Media Production I **Credits: 3**

Total Credits: 27

## Music Minor, Popular Music Emphasis

**Professors:** Diane Baxter, Kevin Helppie, Ike Nail, Kevin Walczyk

**Associate professor:** Dirk Freymuth

**Assistant professor:** James Reddan

### Mission

The Music Department offers comprehensive programs and services to students and the surrounding community, including professional and liberal arts degrees in music and an active schedule of performances.

The department supports large and small ensembles in vocal and instrumental music and up-to-date facilities for electronic music production and recording. Course offerings lead to degrees with concentrations in composition, instrumental performance, vocal performance, jazz and popular music and pre-teaching.

### Learning Outcomes

1. Demonstrate artistic proficiency for music careers such as performance, composition, writing, production, research and teaching.
2. Possess an awareness of the role of music arts in society.
3. Produce scholarly creative projects, solve professional problems independently and demonstrate a well-developed intellectual/ aesthetic focus.

### Core Courses

- MUS 101 Pop Music in America **Credits: 3**
- MUS 102 Rock Music: A Social History **Credits: 3**
- MUS 103 Jazz History **Credits: 3**
- MUS 367 Music in America I: 1800-1945 **Credits: 3**
- MUS 368 Music in America II: 1945-1967 **Credits: 3**
- MUS 369 Music in America III: 1969-Present **Credits: 3**

Upper Division Music Elective Credits: 9

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.

## Organizational Leadership Minor

**Professor:** David Foster

### 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 studies; philosophy; political science; psychological science; sociology; or writing.

Students must complete a minimum of 15 upper division credits.

### Core Courses

### Organizational Foundation

#### Choose One

- BA 361 Organizational Behavior **Credits: 3**
- 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: 3**
- 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: 3**
- 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 Technical and Workplace Writing **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: 3**
- BA 392 Management of Diversity **Credits: 3**

- COM 325 Intercultural Communication **Credits: 4**
- PHL 350 Social and Political Philosophy **Credits: 4**
- PS 203 International Relations **Credits: 4**
- PS 493 International Organizations **Credits: 4**
- PSY 487 Cross-Cultural Psychology **Credits: 4**
- SOC 225 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: 22-28

## Physical Education Minor

### Core Courses

- EXS 230 Foundations of Exercise Science **Credits: 4**
- Electives selected from PE/EXS offerings as approved by adviser **Credits: 23**

Total Credits: 27

### Note:

Of these 23 credits, a minimum of 15 credits must be upper division courses (300-400-level).

## Physical Science Minor

**Professors:** Patricia Flatt

**Assistant professors:** Mary Layne Harrell, Feier Hou

### Core Courses

- CH 334 Organic Chemistry **Credits: 3**
- CH 335 Organic Chemistry **Credits: 3**
- CH 336 Organic Chemistry **Credits: 3**
- CH 337 Organic Chemistry Lab I **Credits: 1**
- CH 338 Organic Chemistry Lab II **Credits: 2**
- One upper division Physical Science course (i.e., a course with a CH, ES, GS or PH 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: 27-29**

**Note:**

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

## Political Science Minor

**Professors:** Eliot Dickinson, Mark Henkels, Mary Pettenger  
**Assistant 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:** David Foster, Ethan McMahan, Lauren Roscoe, Chehalis Strapp, Tamina Toray  
**Associate professors:** Jaime Cloud  
**Assistant professors:** Kathy Espino-Pérez, Alicia Ibaraki, Dan McCarthy, 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.

## 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 to the Psychology minor. PSY 201 and PSY 202 are required for 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. The following gerontology courses can count as electives for the minor.

- GERO 120 Medical Terminology I **Credits: 4**
- 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 407 Seminar **Credits: 1-12**
- GERO 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 455 Social Ties and Aging **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **Credits: 4**

Total Credits: 27

## Public History Minor

**Professors:** David Doellinger, Patricia Goldsworthy-Bishop, Kimberly Jensen

**Associate Professor:** Elizabeth Swedo

## 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: 4**
- HST 410 Introduction to Public History **Credits: 4**

## Elective Credits: 11-12

## Business

- BA 310 Principles of Marketing **Credits: 3**
- BA 361 Organizational Behavior **Credits: 3**
- BA 362 Business Ethics **Credits: 3**

## Computer Science

- CS 195 Fundamentals of Web Design **Credits: 4**
- CS 196 Web Design Using HTML and JavaScript **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 310 Women in Music **Credits: 3**

- MUS 367 Music in America I: 1800-1945 **Credits: 3**
- MUS 368 Music in America II: 1945-1967 **Credits: 3**
- MUS 369 Music in America III: 1969-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: 3**

## Social Science

- ES 340 Geospatial Techniques **Credits: 4**  
or GEOG 340 Cartography **Credits: 4**
- ES 341 Geographic Information Systems I **Credits: 4**  
or GEOG 341 Geographic Information Systems **Credits: 4**
- GEOG 386 Making Digital Video for the Social Sciences **Credits: 4**
- 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 225 Social Problems **Credits: 4**
- Other course with consent of adviser **Credits: 3-4**

Total Credits: 27-28

## Public Policy and Administration Minor

### 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, Geography, History, Political Science or Sociology. At least 15 credit hours must be upper division.

Total Credits: 27

## Sociology Minor, Community Services Emphasis

### Core Courses

- SOC 225 Social Problems **Credits: 4**
- SOC 310 Service-Learning and Community Praxis **Credits: 4**

### Choose Two

- 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 399 Sociology Internship *Credits: 1-12 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**

Electives in Sociology: 12

Total Credits: 26-28

Note:

Must be selected in consultation with a sociology advisor. A minimum of 16 upper division credits needed for this minor.

## Sociology Minor, Theory and Research Emphasis

### Core Courses

- SOC 223 Introduction to Sociology: Theory **Credits: 4**
- SOC 325 Participant Observation and Qualitative Research Methods **Credits: 4**  
or SOC 327 Social Research Methods **Credits: 4**
- SOC 471 Classical Sociological Theory **Credits: 4**  
or SOC 472 Contemporary Sociological Theory **Credits: 3**

Elective Credits: 16

Total Credits: 27-28

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

**Professor:** Zenon Zygmunt

### Mission

The Sport Management minor prepares students for business opportunities in the professional and collegiate sports industries, in recreational and community sports programs and for advanced degree programs.

### Learning Outcomes

1. Analyze the structure and performance of the amateur and professional sports industries.
2. Clearly communicate in writing and oral presentations.
3. Use business and economic analysis, including computer applications, to make decisions in the operation of sports-related businesses and organizations.

### Core Courses

- BA 243 Business Statistics **Credits: 4**
- BA 310 Principles of Marketing **Credits: 3**
- BA 361 Organizational Behavior **Credits: 3**
- EC 315 Econometric Analysis and Report Writing **Credits: 4**  
or MTH 243 Introduction to Probability and Statistics **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: 3**
- BA 414 Sports Marketing **Credits: 3**
- EXS 375 Athletics: Coaching and Administration **Credits: 3**
- 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: 26**

**Note:**

Other courses may be considered for inclusion with prior approval from adviser. Substitution form required.

## Sports Leadership Minor

### Core Courses

- EXS 359 Care and Prevention of Athletic Injuries **Credits: 4**
- EXS 361 Coaching Youth Sports **Credits: 3**
- EXS 375 Athletics: Coaching and Administration **Credits: 3**
- EXS 310 Motor Behavior **Credits: 4**  
or EXS 420 Motor Learning for Coaches **Credits: 4**

**Elective Credits: 13**

- HE 325 Nutrition **Credits: 4**
- HE 426 Sports and Exercise Nutrition **Credits: 4**
- EXS 245 Foundations of Strength Training and Conditioning **Credits: 4**
- EXS 409 Practicum **Credits: 1-12**
- EXS 410 Sport Ethics **Credits: 4**

- EXS 488 Exercise Motivation and Adherence **Credits: 4**
- PSY 415 Psychology of Sports **Credits: 4**

**Total Credits: 27**

## 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**
- GEOG 105 Nature & Society **Credits: 4**  
or GEOG 107 People, Space and Place **Credits: 4**
- GEOG 106 Sustainable World **Credits: 4**

### Choose Four

- GEOG 306 Geographies of Development **Credits: 4**
- GEOG 331 Environmental Justice **Credits: 4**  
or PS 449 Environmental Values and Political Action **Credits: 4**
- GEOG 380 Environmental Conservation **Credits: 4**  
or BI 370 Humans and the Environment **Credits: 4**
- GEOG 390 Global Climate Change **Credits: 4**
- GEOG 412 Selected Topics **Credits: 4**
- GEOG 470 Energy, Environment and Society **Credits: 4**
- Or courses that are approved by the faculty advisor

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 program allows students to study contemporary practices through a solid foundation of traditional training in three of the four arts areas offered in the division - art, music,

theatre and dance. Creative work, analytical thinking and global awareness are integrated into performance and production.

### Core Courses

All minors must be planned with and approved by a Creative Arts Division adviser.

Total Credits: 27

## Theatre Arts Minor

### Core Courses

- TA 110 Introduction to the Theatre Arts **Credits: 3**
- TA 220 Production Participation **Credits: 0**
- TA 251 Elements of Acting **Credits: 3**

### Choose One

- TA 244 Technical Theatre: Scenecraft **Credits: 3**
- TA 245 Technical Theatre: Lighting & Sound **Credits: 3**

- TA 246 Technical Theatre: Costuming **Credits: 3**

### 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: 15

Total Credits: 27-28

## Writing Minor

**Professors:** Kit Andrews, Kathleen Cassity, Carol Harding, David Hargreaves, Henry Hughes, Gavin Keulks, Marjory Lange, Cornelia Paraskevas, Thomas Rand, Katherine Schmidt, Uma Shrestha, Robert Troyer, Curtis Yehnert  
**Associate professors:** Ann Bliss, Leigh Graziano, Lars Söderlund

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

## Undergraduate Certification

### Aging and Older Adulthood Certificate

**Professor:** Margaret Manoogian

**Associate professor:** Melissa Cannon

**Dual appointed professor:** Tamina Toray

#### 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 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 430 Palliative Care and Chronic Illness **Credits: 4**
- GERO 460 Housing and Long-Term Care for Older Adults **Credits: 4**
- GERO 480 Alzheimer's Disease and Other Dementias Management **Credits: 4**
- GERO 484 Death, Dying and Grief **Credits: 4**

Total Credits: 16

### American Sign Language Studies: Culture Certificate

#### Mission

The ASL Studies: Culture certificate will equip students and community members in developing cultural competencies and in-depth knowledge of the diversity in the Deaf communities as it pertains to their field of study and careers.

#### Learning Outcomes

1. Develop knowledge to enhance students' perspectives in Deaf cultural studies.
2. Practice sensitivity and understanding toward diverse Deaf communities.

#### Core Courses

- ASL 315 American Deaf Culture **Credits: 3**
- ASL 320 Deaf Women Studies **Credits: 3**
- ASL 340 Introduction to the Deaf Latino Community **Credits: 3**
- ASL 429 American Deaf History **Credits: 3**
- ASL 465 Black Deaf Culture **Credits: 3**

#### Elective Credits: 3

- ASL 327 Deaf Cinema History **Credits: 3**
- ASL 440 Mental Health in the Deaf Community **Credits: 3**
- Other ASL elective courses may be selected in consultation with an ASL major advisor

Total Credits: 18

## American Sign Language Studies: Linguistics Certificate

### Mission

The American Sign Language Studies: Linguistics certificate is designed to prepare students and community members to broaden their perspectives on the study of ASL as a language and to incorporate linguistic knowledge as it pertains to their field of study and careers.

### Learning Outcomes

1. Develop an in-depth understanding of ASL linguistics concepts in application to language learning.
2. Portray the ability to recognize and analyze ASL linguistics features.

### Core Courses

- ASL 353 Linguistics of ASL **Credits: 3**
- ASL 413 American Sign Language Cheroology/Phonology **Credits: 3**
- ASL 414 American Sign Language Morphology **Credits: 3**
- ASL 415 American Sign Language Syntax and Semantics **Credits: 3**
- ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing **Credits: 3**
- LING 310 Introduction to Linguistics **Credits: 4**

### Elective Credits: 3

- ASL 420 Sociolinguistics of Deaf Communities **Credits: 3**
- ASL 460 Black American Sign Language **Credits: 3**
- Other ASL elective courses may be selected in consultation with an ASL major advisor

Total Credits: 22

## 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**

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 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- ED 482 Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 483 Culture, Community and the ESOL/Bilingual Classroom **Credits: 3**
- ED 484 First and Second Language Acquisition and Educational Linguistics **Credits: 3**
- ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for Emergent Bilinguals **Credits: 3**
- ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings **Credits: 3**
- ED 407 Seminar **Credits: 1-15 Credits: 3 \***  
or ED 409 Practicum **Credits: 1-12 Credits: 3 \***

## 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: 29**

## 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.

## 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 343 Purposes of Play in Learning **Credits: 3**
- ED 443 Supporting Language, Literacy and Culture **Credits: 3**
- ED 448 Early Childhood Curriculum (birth- 4th grade) **Credits: 3**
- ED 450 Methods for Classroom Management **Credits: 3**
- ED 464 Families & Community Involvement in Early Childhood Education **Credits: 3**
- ED 485 Early Childhood Education: Leadership and Administration **Credits: 3**

**For students seeking the TSPC Early Childhood Specialization.**



- ED 409 Practicum **Credits: 1-12 Credits: 3**

Total Credits: 24-27

## Geographic Information Science Certificate

**Professors:** Jeffrey Myers, Stephen Taylor, Jeffrey Templeton  
**Assistant 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 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**
- ES 495 GIS Certificate Capstone **Credits: 2**

### Choose One

- ES 202 Principles of Geology **Credits: 4**
- GEOG 105 Nature & Society **Credits: 4**
- GEOG 240 Map & Air Photo Interpretation **Credits: 4**

Total Credits: 26

### Note:

In addition to the certificate, the Geographic Information Science curriculum may also be completed as a minor.

## 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: 3**
- ED 383 Introduction and Overview to Infant Mental Health **Credits: 3**
- ED 385 Infant and Toddler Observation and Assessment **Credits: 3**
- ED 419 Poverty, Young Children, and their Families **Credits: 3**
- ED 464 Families & Community Involvement in Early Childhood Education **Credits: 3**
- ED 470 Home Visiting in Early Childhood **Credits: 3**
- ED 472 Trauma Informed Practices in Early Childhood **Credits: 3**

Total Credits: 21

## 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**

## Professional Writing Certificate

### 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. 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

- WR 300 Technical and Workplace Writing **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**

## 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

**Professors:** David Hargreaves, Cornelia Paraskevas, Uma Shrestha, 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 I **Credits: 4**
- 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 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 program prepares undergraduate and post-baccalaureate students who are interested in their first international/cross-cultural English teaching position. The program is designed to meet the needs of students who seek experience teaching English as a foreign language by providing a strong foundation in English linguistics and training in second language acquisition/TEFL methodologies. The Teaching English as a Foreign Language (TEFL) Certificate is distinct from the College of Education ESOL/bilingual endorsement.

The TEFL Certificate is for undergraduate or postbaccalaureate 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

## Bilingual/English for Speakers of Other Languages 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

Successful completion of ED 481, ED 482 and ED 483 strongly recommended for all other courses

- ED 481 Introduction to ESOL and Bilingual Education **Credits: 3**
- ED 482 Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 483 Culture, Community and the ESOL/Bilingual Classroom **Credits: 3**
- ED 484 First and Second Language Acquisition and Educational Linguistics **Credits: 3**
- ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for Emergent Bilinguals **Credits: 3 \***
- ED 492 Classroom Strategies for English Language Development in ESOL and Bilingual Settings **Credits: 3 \***
- ED 409 Practicum **Credits: 1-12 Credits: 3**

### Prerequisites for ED 409 are:

- Obtain a passing score on the required ESOL test.
- Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.

## Total Credits: 21

### Note:

\*ED 491 and ED 492 are not open to Pre-Ed majors. For ESOL endorsement, no second language is required. For Bilingual/ESOL endorsement, verification of language proficiency is required.

## 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/](http://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 [proginform@ohsu.edu](mailto:proginform@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. The OHSU School of Nursing is accredited through the year 2023.

## 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 studies and writing. For more specific information on an appropriate course of study, see the pre-law adviser, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 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 Programs

---

### Criminal Justice, M.A.

**Professors:** Vivian Aseye Djokotoe

**Associate professors:** Miyuki Arimoto, Misty Weitzel

**Assistant professor:** Omar Melchor Ayala, Mari Sakiyama, Taryn VanderPyl

**Coordinator:** Misty Weitzel

### Mission

Equips students with academic skills necessary to successfully and competently apply advanced knowledge in social science research, methodology and theory as the academic foundation in engaging managerial and other advanced professional roles in the practical field of criminal justice. The program is also

designed to enhance students' professional writing and analytic inquiry skills and prepares individuals to teach at the community college level as well as provide preparation to those interested in furthering their education at the doctoral level.

### Learning Outcomes

1. Analyze the organizational structures and management challenges that define the field of criminal justice.
2. Use methods of social science research to investigate problems and questions in the field of criminal justice.
3. Apply theory-to-practice within the criminal justice environment.

### Admission process

Applicants must first complete an application for admission to the university and be accepted. Then they must apply to the MACJ program. Both applications are available on the WOU Graduate website: [graduate.wou.edu/how-to-apply](http://graduate.wou.edu/how-to-apply).

### 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, professional project, or comprehensive exams 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 617 Criminal Justice Administration and Organizational Behavior **Credits: 4**
- CJ 618 Theory of Criminal Law **Credits: 4**
- CJ 653 Advanced Theories and Models in Corrections **Credits: 4**
- CJ 660 Advanced Theories and Research in Crime and Delinquency **Credits: 4**

### Capstone Sequence

- CJ 623 Program Evaluation in Criminal Justice **Credits: 4**
- CJ 624 Applied Research in Criminal Justice **Credits: 4**
- CJ 625 Research Writing in Criminal Justice, Capstone Part III **Credits: 4**

### Choose Three

- CJ 619 Ethics and Leadership in Criminal Justice Organizations **Credits: 4**
- CJ 620 Offender Treatment **Credits: 4**
- CJ 621 Human Resource Management in Criminal Justice **Credits: 4**
- CJ 622 Strategic Planning in Criminal Justice **Credits: 4**
- CJ 627 Quantitative Methods in Social Science **Credits: 4**
- CJ 656 Contemporary Issues in Criminal Justice **Credits: 4**

## Exit Evaluation Requirement

Students must complete one of the following exit evaluations in order to receive their degree:

- Thesis
- Professional Project
- Comprehensive Exams

Total Credits: 45

## Curriculum and Instruction, M.S.Ed.

**Coordinator:** Adele Schepige

## 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 Curriculum and Instruction, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- Curriculum and Instruction Major (18)

- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MEd students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- ED 648 Advanced Curriculum Design **Credits: 3**
- ED 649 Assessment, Data Literacy, and Learning **Credits: 3**
- ED 677 Effective Instructional Practices **Credits: 3**

## Choose One Focus Area Credits: 9

- Dual Language/Bilingual education
- Early Childhood education
- Education technology
- ESOL education
- Language arts education
- Literacy education
- Math education
- Social studies education
- STEM education

## Elective Credits: 6

Curriculum and Instruction MEd students have 6 credits of electives. Electives are selected in consultation with the Curriculum and Instruction coordinator.

## Culminating Experiences Exit Requirement

## Option 1: Professional Project

- ED 617 Professional Inquiry in Education **Credits: 3**  
and ED 635 Action Research **Credits: 3**

or

- ED 604 Professional Project Planning **Credits: 3**  
and ED 605 Professional Project Implementation **Credits: 3**

## Option 2: Thesis

- ED 603 Thesis, Professional Project or Field Study  
**Credits: 3-9 Credits: 6**

Total Credits: 45

## Deaf and Hard of Hearing Education, M.S.Ed.

This program is not accepting new students.

### Core Courses

- DHHE 611 Foundations of Deaf Education **Credits: 3**
- DHHE 623 Academic Discourse in Deaf and Hard of Hearing Education **Credits: 3**
- DHHE 625 Structure of ASL and English in the Classroom **Credits: 3**
- DHHE 629 Advocacy in Deaf Education **Credits: 3**
- DHHE 643 Instructional Approaches in DHHE **Credits: 3**
- DHHE 645 Language and Literacy Applications in Deaf Classrooms **Credits: 3**
- DHHE 646 Assessment Principles and Practices **Credits: 3**
- DHHE 648 Audiology for Educators **Credits: 3**
- DHHE 649 Spoken English Development **Credits: 3**
- DHHE 650 Multiculturalism in Deaf Education **Credits: 3**
- DHHE 651 Law and Ethics in Deaf Education **Credits: 3**
- DHHE 655 Technology in Deaf Education **Credits: 3**
- DHHE 665 Teaching Deaf and Hard of Hearing Learners with Multiple Disabilities **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Choose One Track

### Deaf Education Classroom Pedagogy

- DHHE 644 Curriculum Methods in Deaf Education **Credits: 3**
- DHHE 647 Classroom Management in DHHE **Credits: 3**

### Deaf Education Itinerant Pedagogy

- DHHE 654 Case Management for Itinerant Teachers of the Deaf **Credits: 3**
- DHHE 656 Educational Environments for Itinerant Teachers of the Deaf **Credits: 3**

### Professional Education Core

- DHHE 630 Introduction to Research in DHHE **Credits: 1**
- DHHE 639 Student Teaching I **Credits: 8**
- DHHE 640 Student Teaching II **Credits: 8**

## Exit Evaluation Requirement

**Students must complete one of the following exit evaluations in order to receive their degree:**

### Portfolio

- DHHE 642 Professional Project **Credits: 3**

Total Credits: 68

## Early Childhood Education, M.S.Ed.

**Coordinator:** Cindy Ryan

### 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 Early Childhood Education, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- Early Childhood Education Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MSED students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- Credits: 18
- See early Childhood Education Coordinator

## Elective Credits: 6

## Culminating Experiences Exit Requirement

### Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 3**  
and ED 605 Professional Project Implementation **Credits: 3**

or

- ED 617 Professional Inquiry in Education **Credits: 3**  
and ED 635 Action Research **Credits: 3**

## Option 2: Thesis

Six hours of thesis

- ED 603 Thesis, Professional Project or Field Study **Credits: 3-9**
- Credits: 6

**Total Credits: 45**

## Educational Technology, M.S.Ed.

**Coordinator:** Greg Zobel

## Mission

Provide a solid foundation in computers and educational technology for students who desire to specialize in computer applications in education and training; who seek educational technology positions in government, industry or public agencies; or who wish to subsequently pursue doctoral studies in fields related to educational technology.

## Learning Outcomes

1. Recognize, evaluate and apply technological tools (software and hardware) to support teaching and learning in diverse environments.
2. Develop critical thinking tools to evaluate information and media accuracy, relevance and propriety.
3. Build capacity to adapt to and work with, diverse media types across multiple platforms to create and support authentic learning relevant to the learners and their learning contexts.

The program leads to a Master of Science in Education degree with a specialization in educational technology. Any student interested in this program must meet with a faculty adviser before any coursework is taken.

The Master of Science in Education: Educational Technology degree has its own unique core coursework, including a nine-hour professional core and a nine-hour educational technology core.

## Core Courses

## Professional Core

- ED 611 Theories of Teaching and Learning **Credits: 3**
- ED 633 Educational Research **Credits: 3**

## Choose One

- CSE 632 Social and Philosophical Issues in Educational Technology **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**

## Information Technology Core

- CSE 626 Instructional Design **Credits: 3**
- CSE 680 Communication Theories **Credits: 3**
- CSE 686 Emerging Information Technology **Credits: 3**

## Elective Credits: 21

21 credits Computer Science Education (CSE) courses selected in consultation with adviser.

## Exit Evaluation Requirement Credits: 6

**Students must complete one of the following exit evaluations in order to receive their degree:**

## Thesis/Professional Project

- CSE 603 Thesis or Professional Project **Credits: 3-9**

## Comprehensive Exams

- Exam and 6 credits of electives

## Portfolio

- CSE 604 Portfolio **Credits: 3**
- CSE 619 Big Thinkers in Educational Technology **Credits: 3**

## Total Credits: 45

## Elementary Mathematics Specialist (K-8), M.S.Ed.

**Coordinator:** Rachel Harrington

## 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 Elementary Mathematics Specialist (K-8), Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- Elementary Mathematics Specialist (K-8) Major (21)
- Electives (3)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MSED students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**

- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

All programs must be approved by an Elementary Mathematics Coordinator. All courses must be successfully completed before practicum.

All students will complete the following for the major of their of their Elementary Mathematics Specialist (K-8) MEd degree.

- ED 637 Inquiry Into Pedagogy **Credits: 3**
- ED 673 Mathematics Leadership in K-8 Schools **Credits: 3**
- MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices **Credits: 3**

## Choose One

- MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices **Credits: 3**

## Elective Credits: 3

## Culminating Experiences Exit Requirement: Professional Project

- ED 607 Seminar **Credits: 1-8 Credits: 3**
- ED 609 Practicum **Credits: 1-15 Credits: 3**

## Total Credits: 45

## English for Speakers of Other Languages or Bilingual/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.

The English for Speakers of Other Languages or Bilingual/ESOL, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- English for Speakers of Other Languages or Bilingual/ESOL Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MEd students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- ED 682 Sociopolitical Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom **Credits: 3**
- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom **Credits: 3**
- ED 691 Curriculum, Instruction and Assessment Strategies for Emergent Bilinguals **Credits: 3**
- ED 692 English Language Development for ESOL and Bilingual Settings **Credits: 3**

## Elective Credits: 6

## Culminating Experiences Exit Requirement

### Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 3** and ED 605 Professional Project Implementation **Credits: 3**

or

- ED 607 Seminar **Credits: 1-8 Credits: 3** and ED 609 Practicum **Credits: 1-15 Credits: 3**

or

- ED 617 Professional Inquiry in Education **Credits: 3** and ED 635 Action Research **Credits: 3**

### Option 2: Thesis

Six hours of thesis

- ED 603 Thesis, Professional Project or Field Study **Credits: 3-9 Credits: 6**

### Option 3: Exams plus electives

Comprehensive exams.

Students choosing to complete comprehensive exams as their capstone exit requirement choose elective credits to complete their 45-hour program. Students work with their advisers to determine appropriate elective courses.

## Total Credits: 45

### Note:

Successful completion of ED 681, ED 682 and ED 683 strongly recommended for all other courses.

Prerequisites for ED 609 are:

- Obtain a passing score on the ESOL test.
- Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the Director of Field Services one term preceding the practicum.

For the ESOL endorsement, no second language is required. For the Bilingual/ESOL endorsement, verification of language proficiency is required.

If any of the above courses are waived, students can take one or more of the following ESOL electives to fulfill the required number of credits in the content core:

- ED 630 Culturally and Linguistically Diverse Students in the Schools **Credits: 3**
- ED 631 Classroom Strategies for Biliteracy Development **Credits: 3**
- ED 694 Assessment of English Language Learners **Credits: 3**
- Students in the Masters of Science in Education program in the ESOL content area who are not seeking an endorsement, should meet with an adviser to select 18 credits of ESOL coursework from the options listed above.

## Interdisciplinary Professional Studies, M.S.Ed.

**Coordinator:** Adele Schepige

## 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 Interdisciplinary Professional Studies,, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- Interdisciplinary Professional Studies Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MEd students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

### Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- Twenty four credit hours of course work will be selected in two to four areas.
- Students choosing this pathway must plan their program with the MEd Interdisciplinary coordinator.

## Culminating Experiences Exit Requirement

### Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 3** and ED 605 Professional Project Implementation **Credits: 3**

or

- ED 617 Professional Inquiry in Education **Credits: 3** and ED 635 Action Research **Credits: 3**

### Option 2: Thesis

Six hours of thesis

- ED 603 Thesis, Professional Project or Field Study **Credits: 3-9 Credits: 6**

## Total Credits: 45

## Interpreting Studies, M.A.

**Professor:** Elisa Maroney, Amanda Smith

### 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 3 graduate credits per term) until all requirements have been completed. Summer session registration is not required unless the student is using university facilities or faculty or staff services (example: thesis advisement, library services).

Choose One Focus Area

- Advanced Interpreting or Teaching Interpreting
- Theory and Practice

## Literacy Education, M.S.Ed.

**Coordinator:** Chloe Hughes

### 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 Literacy Education, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- Literacy Education Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MSED students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

### Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- Credits: 18
- See Literacy Education coordinator

## Elective Credits: 6

## Culminating Experiences Exit Requirement

### Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 3**  
and ED 605 Professional Project Implementation **Credits: 3**

or

- ED 607 Seminar **Credits: 1-8 Credits: 3**  
and ED 609 Practicum **Credits: 1-15 Credits: 3**

or

- ED 617 Professional Inquiry in Education **Credits: 3**  
and ED 635 Action Research **Credits: 3**

## Option 2: Thesis

Six hours of thesis

- ED 603 Thesis, Professional Project or Field Study  
*Credits: 3-9 Credits: 6*

Total Credits: 45

## Organizational Leadership, M.A.

**Coordinator:** David Foster

### 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:

- Fundamental Skills (3)
- Adaptive Leadership (15)
- Enabling Leadership (15)
- 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 Leading Organizational Change and 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**

## 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: 3**

Total Credits: 45

## Reading, M.S.Ed.

**Coordinator:** Chloe Hughes

## 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:

- Professional Education Core (15)
- Reading Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

All programs must be approved by the Coordinator of Reading. All courses must be successfully completed before practicum.

## Professional Education Core

All MEd students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- ED 655 Foundations of Literacy **Credits: 3**
- ED 667 Supporting Language and Literacy Development **Credits: 3**
- ED 668 Assessment & Reading Instruction **Credits: 3**
- ED 672 Literacy Leadership Practicum **Credits: 3**
- ED 609 Reading Practicum (II) **Credits: 3**
- ED 609 Reading Practicum (III) **Credits: 3**

## Elective Credits: 6

Consult with your adviser for other options.

- ED 628 Teaching Writing Across the Disciplines **Credits: 3**
- ED 680 Psychology of Reading Instruction **Credits: 3**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 3**
- ED 693 Teaching Reading Across the Disciplines **Credits: 3**

## Culminating Experiences Exit Requirement: Professional Project



- Reading Seminar ED 607 Seminar **Credits: 1-8 Credits: 3**
- ED 609 Practicum **Credits: 1-15 Credits: 3**

Total Credits: 45

## Rehabilitation Counseling, M.S.

**Associate professor:** Denise Thew Hackett, Chung Fan Ni  
**Assistant professor:** Chien Lin

### Mission

Prepare rehabilitation and mental health professionals who are skilled in advocating for and with persons who are deaf or have disabilities and who are competent counselors knowledgeable about the development and dissemination of innovative and culturally sensitive rehabilitation practices and policies.

### Learning Outcomes

1. Demonstrate comprehensive understanding of the rehabilitation counseling related theories and policies.
2. Demonstrate competency in facilitating employment, independent living, community integration and personal adjustment for individuals who are deaf or have disabilities and come from diverse cultural backgrounds.
3. Show commitment to professional excellence and leadership through the practice of ethical behavior and integrity.

The Rehabilitation and Mental Health Counseling (RMHC) program at WOU was established on the belief that individuals who are deaf and/or have disabilities have a right to lead fulfilling, independent and productive lives. Trained professionals are an important component to the realization of this right.

Rehabilitation and Mental Health Counseling is offered at the graduate level only. Preparation consists of a two or three-year sequential program that integrates academic knowledge and theory with closely supervised counseling practice. The primary focus of this program is to train rehabilitation counselors to assist people who are deaf or who have physical or mental disabilities to become independent and self-

sufficient. Graduates are prepared for positions in a variety of agencies where the counselor is part of a team of specialists providing comprehensive services to persons who have a disability.

Employment opportunities that are within the scope of training include: vocational rehabilitation counselor, case manager with a vendor who serves vocational rehabilitation clients, youth transition specialist, community services coordinator for adults with disabilities, student disability services, client advocate and

group or supported living coordinator and mental health counselor in community and higher education settings.

The program emphasizes five major academic components:

- Individual and group counseling theory and technique;
- The influence of career acquisition and personal independence on the daily lives of people with disabilities;
- The social and psychological impact of disability on an individual and family;
- The federal, state and private service delivery systems for persons with disabilities; and,
- Self-awareness on the part of the counselors-in-training.

The program offers two tracks:

- Rehabilitation counseling (RC/MHC) track (2 years on campus): Graduates of this option provide counseling and consultative services to the general population of persons who have disabilities. Mental health counseling (MHC): Graduates of this track are also eligible to seek licensure as a licensed professional counselor in mental health settings.
- Rehabilitation counseling for the deaf (RCD/MHCD) track (3 years online/hybrid): This is one of two deaf specialty programs in the United States. Students in this program plan to seek employment as counselors or consultants for culturally deaf people, deafened individuals and to persons who are hard of hearing. Mental health counseling with the Deaf, Hard of Hearing and DeafBlind (MHCD): Graduates of this track will have their coursework emphasized with the Deaf, Hard of Hearing and DeafBlind population, are also eligible to seek licensure as a licensed professional counselor in mental health settings.

Program core course requirements for the RC/MHC track begins the fall term each year and requires a minimum of seven sequential terms, including one summer term. The RCD/MHCD track is required to participate in two-week residency during the Summer terms and will have a minimum of 11 sequential terms. In addition, each applicant for the RCD/MHCD track is required to submit ASL proficiency test scores (ASLPI of at least 3.0 or advanced score on SLPI).

The program is certified by the Council on Accreditation of Counseling & Related Education Programs (CACREP) through July 31, 2025.

### Core Courses

- RC 609 Practicum **Credits: 4 Credits: 8**
- RC 610 Internship *Credits: 10 Credits: 20*
- RC 611 Counseling And Helping Relationships **Credits: 4**
- RC 612 Theory and Techniques of Counseling **Credits: 4**

- RC 613 Career Development Theories and Job Development and Placement Techniques **Credits: 4**
- RC 625 Research And Program Evaluation **Credits: 4**
- RC 626 Critique Analysis and Evidence Based Practice Research **Credits: 2**
- RC 630 Group Counseling and Group Work **Credits: 4**
- RC 631 Human Growth And Development Theories **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**

## Exit Evaluation Requirement

**Students must complete the following exit evaluation to receive their degree:**

- Portfolio

**Total Credits: 90**

**Note:**

All RC 609 and RC 610 sections will be P/NC grading only. A "P" grade represents work of at least "B" level.

All RCD students must demonstrate American Sign Language proficiency.

## Special Education, M.S.Ed.

### Mission

Prepare special education professionals who are grounded in knowledge about disabilities, issues regarding the provision of special education and related services and the development and dissemination of innovative and culturally sensitive practices and policies.

### Learning Outcomes

1. Demonstrate commitment to professional excellence and leadership through the practice of ethical behavior and integrity via professional learning communities and a formal research paper.
2. Facilitate the education, independent living, school and community integration and personal adjustment of individuals with disabilities taking into account diverse cultural backgrounds via a class presentation and a formal research paper.
3. Develop a comprehensive understanding of the field of special education and related services that includes knowledge of theories, policies and instructional practices that influenced the field.

Candidates may have, but are not required to have, prior teaching licensure. The program requires a minimum of 48 graduate credits for candidates with a prior teaching license and 60 credits for candidates without a prior teaching license.

### Core Courses

#### Professional Education Core

- SPED 607 Seminar **Credits: 1-6 Credits: 3**
- SPED 616 Evaluating Special Education Research **Credits: 3**  
or ED 612 Quantitative Research in Education **Credits: 3**  
or ED 633 Educational Research **Credits: 3**
- SPED 682 Contemporary Issues in Special Education **Credits: 3**

#### Special Education Content Core

- SPED 607 Seminar **Credits: 1-6 Credits: 3**
- SPED 618 Introduction to Special Education **Credits: 3**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 3**

- SPED 623 Behavior Support **Credits: 3**
- SPED 625 Assessment for Instruction **Credits: 3**
- SPED 628 Math Methods for the Diverse Learner **Credits: 3**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 3**
- SPED 642 Standardized Assessment **Credits: 3**
- SPED 646 Law and Special Education **Credits: 3**
- SPED 670 Collaboration: Supporting Exceptional Learners **Credits: 3**
- SPED 649 Clinical Experience III **Credits: 3**
- SPED 689 Clinical Experience IV **Credits: 6**

Those candidates without a teaching license will also complete the following courses:

- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- SPED 617 Theory and Philosophy of Teaching Exceptional Learners **Credits: 3**
- SPED 647 Clinical Experience I **Credits: 3**
- SPED 648 Clinical Experience II **Credits: 3**

**Total Credits: 48-60**

**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 K-12 Generalist endorsement/license.

## STEM Education, M.S.Ed.

**Coordinator:** Adele Schepige

## 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 STEM Education, Master of Science in Education degree consists of 45 credit hours of approved graduate-level courses.

The degree has four areas:

- Professional Education Core (15)
- STEM Education Major (18)
- Electives (6)
- Exit requirements (culminating experience) (6)

## Professional Education Core

All MEd students complete this core

- Computer Science Education **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 633 Educational Research **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**

## Choose One

- ED 610 Unmasking the Adult Learner: Adult Education from Training to Empowered Possibility **Credits: 3**
- ED 611 Theories of Teaching and Learning **Credits: 3**

## Core Courses

- ED 637 Inquiry Into Pedagogy **Credits: 3**
- ED 675 Technology Applications in STEM **Credits: 3**
- ED 676 Environmental STEM Education **Credits: 3**
- ED 678 STEM Education For All **Credits: 3**
- STEM Education Elective

## Elective Credits: 6

## Culminating Experiences Exit Requirement

### Option 1: Professional Project

- ED 604 Professional Project Planning **Credits: 3** and ED 605 Professional Project Implementation **Credits: 3**

or

- ED 617 Professional Inquiry in Education **Credits: 3** and ED 635 Action Research **Credits: 3**

### Option 2: Thesis

Six hours of thesis

- ED 603 Thesis, Professional Project or Field Study **Credits: 3-9 Credits: 6**

Total Credits: 45

## Teaching, M.A.T.

### Two tracks

Master of Arts in Teaching: Initial Secondary Licensure track

Master of Arts in Teaching: Initial Elementary Licensure track

## Mission

Committed to facilitating the learning and development of our candidates who, in turn, can successfully affect the learning and development of students in schools.

## Learning Outcomes

1. Plan instruction that supports student progress in learning and is appropriate for the development level of students.
2. Establish a classroom climate conducive to learning.
3. Engage students in planned learning activities through the Education Teacher Performance Assessment.

Choose One Track

- Teaching, Initial Elementary Licensure Track, M.A.T.

- Teaching, Initial Secondary Licensure Track, M.A.T.

## 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

## Teaching, Initial Elementary Licensure Track, M.A.T.

This program is not accepting new students.

## Core Courses

- ED 609 Practicum **Credits: 1-15 Credits: 3**
- ED 615 Critical Inquiry Into the Foundational Narratives of Schooling **Credits: 3**
- ED 616 M.A.T. Clinical Experience II **Credits: 3**
- ED 618 Teaching for Equity, Justice, and Agency **Credits: 3**
- ED 624 Rethinking Special Education **Credits: 3**
- ED 637 Inquiry Into Pedagogy **Credits: 3**

- ED 642 Curriculum, Assessment, Instruction, and Reflection **Credits: 3**
- ED 643 The Whole Child: Metaphors of Learning and Development **Credits: 3**
- ED 651 Content Area Literacy **Credits: 3**
- 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 681 Principles and Practices of ESOL and Bilingual Education **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: 9**

## Exit Evaluation Requirement

Students must complete the following exit evaluation to receive their degree:

- Portfolio

Total Credits: 66

## Teaching, Initial Secondary Licensure Track, M.A.T.

### Core Courses

- ED 534 Content Pedagogy I **Credits: 3**

- ED 536 Content Pedagogy II **Credits: 3**
- ED 614 Practicum **Credits: 1-15**
- ED 615 Critical Inquiry Into the Foundational Narratives of Schooling **Credits: 3**
- ED 616 M.A.T. Clinical Experience II **Credits: 3**
- ED 618 Teaching for Equity, Justice, and Agency **Credits: 3**
- ED 622 Curriculum Cycle: Assessment for Planning **Credits: 3**
- ED 623 Developmentally Appropriate Classroom Management **Credits: 3**
- ED 624 Rethinking Special Education **Credits: 3**
- ED 643 The Whole Child: Metaphors of Learning and Development **Credits: 3**
- ED 651 Content Area Literacy **Credits: 3**
- ED 657 Professional Seminar I **Credits: 3**
- ED 658 Professional Seminar II **Credits: 3**
- ED 659 Professional Seminar III **Credits: 3**
- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- ED 697 M.A.T. Clinical Experience III **Credits: 9**
- Education Technology **Credits: 2**

## Exit Evaluation Requirement

Students must complete the following exit evaluation to receive their degree:

- Action Research Project

Total Credits: 54-56

## Advanced Juvenile Justice Studies Certificate

### 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 563 Topics on Juvenile Issues **Credits: 4**
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 618 Theory of Criminal Law **Credits: 4**
- CJ 653 Advanced Theories and Models in Corrections **Credits: 4**
- CJ 656 Contemporary Issues in Criminal Justice **Credits: 4**  
or CJ 609 Practicum **Credits: 1-12 Credits: 4**
- CJ 660 Advanced Theories and Research in Crime and Delinquency **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

## Elementary Mathematics Specialist (K-8) Certificate

### Mission

Elementary Mathematics Specialists will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

## Learning Outcomes

1. Demonstrate content knowledge for teaching mathematics.

2. Develop pedagogical knowledge for teaching mathematics.
3. Apply leadership knowledge and skills.

This program is appropriate for individuals who work or plan to work, in a K-8 school system or any field where teaching and learning are integral to the mission. The EMS certificate can be embedded within the MSED Elementary Mathematics Specialist (K - 8) degree at WOU and qualifying candidates may also apply for a TSPC Mathematics Instructional Leader: PreK-8 Specialization.

Students with a completed Baccalaureate degree and a valid K-12 teaching license may enter the 24-credit certificate program after meeting university requirements for graduate admission.

## Core Courses

- ED 609 Practicum *Credits: 1-15 Credits: 3*
- ED 637 Inquiry Into Pedagogy **Credits: 3**
- ED 673 Mathematics Leadership in K-8 Schools **Credits: 3**
- MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices **Credits: 3**

## Choose One

- MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices **Credits: 3**

**Total Credits: 24**

## 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 Leading Organizational Change and 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**

## English for Speakers of Other Languages Certificate

### Mission

Prepares teachers and other education professionals to ensure that emerging bilingual learners succeed in all aspects of their schooling: academics, socialization, linguistic development, acculturation and physical and emotional health.

## Learning Outcomes

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

## Core Courses

- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- ED 682 Sociopolitical Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom **Credits: 3**
- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom **Credits: 3**
- ED 691 Curriculum, Instruction and Assessment Strategies for Emergent Bilinguals **Credits: 3**
- ED 692 English Language Development for ESOL and Bilingual Settings **Credits: 3**

Total Credits: 18

## 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**
- OL 634 Leading Across Cultures **Credits: 3**

Total Credits: 12

## 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: Information Technology degree at WOU.

Students with a completed Baccalaureate degree may enter the 24-credit certificate program after meeting university requirements for graduate admission.

## Core Courses



CSE 626 can be taken one time and applies to both Curriculum Design and eLearning Modules

## Curriculum Design

- CSE 615 Designing Information **Credits: 3**
- CSE 626 Instructional Design **Credits: 3**
- CSE 680 Communication Theories **Credits: 3**

## eLearning Module

- CSE 616 Designing and Teaching Online Courses **Credits: 3**
- CSE 617 Open Source Tools **Credits: 3**
- CSE 626 Instructional Design **Credits: 3**

## Digital Content Module

### Choose One

- CSE 627 Web 2.0 Tools for Teaching and Learning **Credits: 3**
- CSE 628 Teaching Across the Curriculum Using Geospatial Technologies **Credits: 3**
- CSE 660 Video Production I **Credits: 3**

### Choose One

- CSE 625 Curating & Maintaining an Online Identity **Credits: 3**
- CSE 629 Web-Based Website Design **Credits: 3**

### Credits: 3

- CSE 606 Special Individualized Study **Credits: 1-3**
- CSE 684 Creating Web-Based Tutorials **Credits: 1**
- CSE 685 Assessment Tools **Credits: 1**
- CSE 687 Mobile Technologies in Education **Credits: 1**
- CSE 689 Creating Electronic Portfolios **Credits: 1**
- CSE 690 Digital Photography and Photo Editing **Credits: 1**

- CSE 691 Digital Storytelling **Credits: 1**
- CSE 692 Learning Objects **Credits: 1**
- CSE 694 Blogs in Education **Credits: 1**
- CSE 696 Podcasts and Vodcasts **Credits: 1**

## Total Credits: 24

### Note:

Substitute courses must be approved by adviser.

## Interpreting Studies: Educational Interpreting Certificate

Eligibility to participate in the graduate certificate programs will be admission to WOU's Graduate program and completion of an interpreter education program or are currently working as an educational interpreter.

## Mission

Provides educational interpreters (pre or post service), coursework and supervised experience that focuses on theoretical and practical applications; thus, advancing the standards and leadership of the educational interpreting profession, via research, rigorous study, and practice.

## Learning Outcomes

1. Exemplify reflective practice in educational interpreting through observation, application, analysis and supervision.
2. Contribute to a growing body of literature on educational interpreting
3. Exhibit advanced competence in interpreting effectiveness.

## Core Courses

### Interpreting Studies Core Credits: 9

- INT 607 Seminar **Credits: 1-3 Credits: 3**
- INT 618 Ethics and Professional Practice **Credits: 3**
- INT 619 Professional Field Experience I **Credits: 3**
- INT 630 Communication in a Practice Profession **Credits: 3**

## Educational Core Credits: 6

In consultation with your advisor, select two of the following core courses:

- DHHE 623 Academic Discourse in Deaf and Hard of Hearing Education **Credits: 3**
- DHHE 646 Assessment Principles and Practices **Credits: 3**
- ED 632 Cultural, Social and Philosophical Issues in Education **Credits: 3**
- ED 636 Leadership and Policy in a Diverse Society **Credits: 3**
- SPED 670 Collaboration: Supporting Exceptional Learners **Credits: 3**

## Elective Credits: 3

In consultation with your advisor, select one 3-credit elective course from DHHE, MSed, CSE, OL, or SPED.

## Total Credits: 18

## 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

## 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 609 Practicum *Credits: 1-4 Credits: 2*
- INT 612 Proseminar **Credits: 1**
- 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

Total Credits: 15

## Interpreting Studies: Teaching Interpreting Certificate

### Core Courses

- INT 609 Practicum *Credits: 1-4 Credits: 2*
- INT 624 Teaching and Technology **Credits: 1**
- 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**

Total Credits: 18

## Reading Specialist Certificate

### Mission

Prepare beginning 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 NCATE/NCTM 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.

Students with a completed Baccalaureate degree and a valid K-12 teaching license may enter the 24-credit certificate program after meeting university requirements for graduate admission.

### Core Courses

- ED 655 Foundations of Literacy **Credits: 3**
- ED 667 Supporting Language and Literacy Development **Credits: 3**
- ED 668 Assessment & Reading Instruction **Credits: 3**

### Elective Credits: 6

- ED 628 Teaching Writing Across the Disciplines **Credits: 3**
- ED 680 Psychology of Reading Instruction **Credits: 3**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 3**

- ED 693 Teaching Reading Across the Disciplines **Credits: 3**

Total Credits: 15

## Social Justice Certificate

### 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.

### 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 Social Justice **Credits: 4**  
or JS 655 Convict Criminology **Credits: 4**
- CJ 612 Research in Criminal Justice **Credits: 4**
- CJ 627 Quantitative Methods in Social Science **Credits: 4**
- JS 628 Justice Organization, Ethics, and Change **Credits: 4**
- JS 629 Social Movement, Community Organizing, and Social Justice **Credits: 4**
- JS 658 Justice and Social Theory **Credits: 4**
- JS 659 Social Problems **Credits: 4**

Total Credits: 28

## Graduate Endorsement

### Bilingual/ESOL Education Endorsement

**Coordinator:** Josh Schulze

### Mission

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

### Learning Outcomes

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

As the demographics of the state change and the language minority population increases, teachers need to be prepared to educate culturally and linguistically diverse (CLD) students. Teachers with bilingual/ESOL education credentials are in high demand and are usually first to be hired by school districts with high CLD populations. This program prepares teachers to work effectively with CLD students in mainstream, sheltered bilingual and English Language Development (ELD) classrooms.

### Core Courses

Successful completion of ED 681, ED 682 and ED 683 strongly recommended for all other courses

- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- ED 682 Sociopolitical Foundations of ESOL/Bilingual Education **Credits: 3**
- ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom **Credits: 3**
- ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom **Credits: 3**
- ED 691 Curriculum, Instruction and Assessment Strategies for Emergent Bilinguals **Credits: 3**
- ED 692 English Language Development for ESOL and Bilingual Settings **Credits: 3**

- ED 609 Practicum **Credits: 1-15 Credits: 3**

#### Prerequisites for ED 609 are:

- Obtain passing score on the ESOL test.
- Complete at least 15 credits of coursework toward the ESOL endorsement. Students must apply to the director of clinical practice and licensure one term preceding the practicum.
- Must be taken for a minimum of 3 credits.

**Total Credits: 21**

#### Note:

For ESOL endorsement, no second language is required. For bilingual/ESOL endorsement, verification of language proficiency is required.

## Reading Endorsement

**Coordinator:** Chloë Hughes

### 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 655, ED 667, ED 668 and electives (or approved substitutions) before embarking on the Reading Endorsement practicum classes (ED 672, ED609, 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: 6*
- ED 655 Foundations of Literacy **Credits: 3**
- ED 667 Supporting Language and Literacy Development **Credits: 3**
- ED 668 Assessment & Reading Instruction **Credits: 3**
- ED 672 Literacy Leadership Practicum **Credits: 3**

### Elective Credits: 6

Consult with your adviser for other options.

- ED 628 Teaching Writing Across the Disciplines **Credits: 3**
- ED 680 Psychology of Reading Instruction **Credits: 3**
- ED 689 Contemporary Children's and Young Adult Literature in the Classroom **Credits: 3**
- ED 693 Teaching Reading Across the Disciplines **Credits: 3**

**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 initial teacher licensure or the addition of a special education endorsement in Oregon.

### Learning Outcomes

1. Effectively teach students who have a wide range of cognitive, physical, emotional and learning disabilities.
2. Understand current, credible research findings on disability, instruction, assessment and behavior management.
3. Provide enriched learning opportunities for students with disabilities in self-contained classrooms, resource rooms or general education classrooms.

The special educator program prepares teachers to work with students with mild, moderate and/or severe disabilities. The Oregon TSPC requires each candidate to be authorized to teach at one of three age-level preparations: (1) early childhood/elementary (2) middle school/high school, (3) K-12. Four to six quarters of full-time training are required to complete the program.

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: K-12 (Elementary & Middle/High School)  
Preparation

- SPED 607 Seminar **Credits: 1-6 Credits: 3**
- SPED 618 Introduction to Special Education **Credits: 3**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 3**
- SPED 623 Behavior Support **Credits: 3**
- SPED 625 Assessment for Instruction **Credits: 3**
- SPED 628 Math Methods for the Diverse Learner **Credits: 3**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 3**
- SPED 642 Standardized Assessment **Credits: 3**
- SPED 646 Law and Special Education **Credits: 3**
- SPED 670 Collaboration: Supporting Exceptional Learners **Credits: 3**
- SPED 649 Clinical Experience III **Credits: 3**
- SPED 689 Clinical Experience IV **Credits: 6**

Total Credits: 39

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**

## Elementary Mathematics Specialist (K-8) Specialization

**Coordinator:** Rachel Harrington

### Mission

Elementary Mathematics Specialists will know and deeply understand the mathematics of elementary school, how mathematics concepts and skills develop through middle school, will have foundation in pedagogical content knowledge and will be prepared to take on collegial non-evaluative leadership roles within their schools and districts. They will have a broad view of many aspects and resources needed to support and facilitate effective instruction and professional growth.

### Learning Outcomes

1. Demonstrate content knowledge for teaching mathematics.
2. Develop pedagogical knowledge for teaching mathematics.
3. Apply leadership knowledge and skills.

Upon completion of this program and recommendation to TSPC, Elementary Mathematic Specialists will be equipped with advanced and specialized content knowledge for the teaching of K-8 mathematics with particular emphasis on the teaching of the Common Core State Standards for Mathematics. They will demonstrate knowledge of a broad set of resources necessary to support mathematical instruction and professional growth.

Candidates will have the skills necessary to train, coach and lead other school personnel in effective mathematics instruction. Primary demonstration of leadership skills will be assessed in ED 673 Mathematics Leadership in K-8 Schools and ED 609 Practicum.

Candidates will complete a professional portfolio and upon exit,

exhibit their professional skills and develop a plan for ongoing professional development. TSPC approval of the Mathematics Instructional Leader: PreK-8 Specialization further requires three complete years of teaching mathematics and a passing score on the commission-approved multiple subjects exam. See [graduate.wou.edu/elementary-math-specialization/](http://graduate.wou.edu/elementary-math-specialization/).

### Core Courses

- ED 609 Practicum *Credits: 1-15* **Credits: 3**
- ED 637 Inquiry Into Pedagogy **Credits: 3**
- ED 673 Mathematics Leadership in K-8 Schools **Credits: 3**
- MTH 611 Counting and Whole Number Operations: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 612 Fractions and Proportions: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 613 Geometry and Measurement: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 614 Statistics and Probability: K-8 Learning and Teacher Practices **Credits: 3**

### Choose One

- MTH 615 Patterns and Algebraic Thinking: K-8 Learning and Teacher Practices **Credits: 3**
- MTH 616 Algebra and Functions: K-8 Learning and Teacher Practices **Credits: 3**

**Total Credits: 24**

## 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 Oregon TSPC requires each candidate to be authorized to teach at one of three authorization levels: (1) K-12 (2) early childhood/elementary, (3) middle school/high school.

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: K-12 (Elementary & Middle/High School)  
Preparation

- ED 681 Principles and Practices of ESOL and Bilingual Education **Credits: 3**
- SPED 607 Seminar **Credits: 1-6 Credits: 3**
- SPED 617 Theory and Philosophy of Teaching Exceptional Learners **Credits: 3**
- SPED 618 Introduction to Special Education **Credits: 3**
- SPED 622 Literacy Methods for the Diverse Learner **Credits: 3**
- SPED 623 Behavior Support **Credits: 3**

- SPED 625 Assessment for Instruction **Credits: 3**
- SPED 628 Math Methods for the Diverse Learner **Credits: 3**
- SPED 630 Instructional Methods for Learners with Extensive Support Needs **Credits: 3**
- SPED 642 Standardized Assessment **Credits: 3**
- SPED 646 Law and Special Education **Credits: 3**
- SPED 670 Collaboration: Supporting Exceptional Learners **Credits: 3**
- SPED 647 Clinical Experience I **Credits: 3**
- SPED 648 Clinical Experience II **Credits: 3**
- SPED 649 Clinical Experience III **Credits: 3**
- SPED 689 Clinical Experience IV **Credits: 6**

**Total Credits: 51**

#### Note:

May be completed as part of the Special Education, M.S.Ed.economics, history, political science, philosophy, psychology, sociology, communication studies and writing. For more specific information on an appropriate course of study, see the pre-law adviser, who is assigned by the Social Science Division.

Admission to law schools is highly competitive. Applicants are usually expected to achieve an undergraduate GPA of at least 3.00 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.



# 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**

**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**

**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**

**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**

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

## A 199 Special Studies

Terms and hours to be arranged. May be repeated for up to 16 credits. Eligible for the RP grade option.

**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**

**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**

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

## A 220 Introduction to Typography

Project-oriented studio course introducing typographical forms and the role of type in visual design and communication. Learn typographic terminology and techniques for effective use of type. Create design projects in which aesthetic considerations and page structures support content.

**Credits: 4**

**Prerequisite:** A 115 and A 130

## 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

## 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 220

### **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

### **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. 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: Process & Theory**

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 115, A 220 (may be taken concurrently) and A 262

### **A 321 Graphic Design: Form and Communication**

Continue work with images, symbols, and their operation in applied print design problems. Consider messages and audience to understand how to position visual communications. Design for multiple page communications using typographic structures, rhythm, and visual flow.

**Credits: 4**

**Prerequisite:** A 320

### **A 322 Graphic Design: Contemporary Issues**

Exploration of professional design issues, including creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally as a team, designing appropriately for audience and client, awareness and presentation of your role in the design process and your contribution to the design solution.

**Credits: 4**

**Prerequisite:** A 320

### **A 323 Art & Design for the Internet**

In this studio course, students create work for web browsers and mobile devices. Focuses on graphic design, interactivity, user experience, images, typography, and digital media content. Builds practical skills, creative thinking, and critical perspectives. Includes readings & discussion of the impacts of social media and the internet through the lens of feminism and race.

**Credits: 4**

**Prerequisite:** A 120 and A 220

### **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 & Animation I**

Students create video and animation projects. Course emphasizes design process, conceptual development, critical thinking, cinematography, editing, sound, motion graphics and visual effects. Engages communication through narrative storytelling as well as experimental practices. Builds skills with equipment and software.

**Credits: 4**

### **A 327 Video & Animation II**

Continues creative work in video and animation. Emphasizes design process, critical thinking, communication, and experimentation. Engages a variety of techniques and genres. Develops skills with technology and strategies for lifelong learning.

**Credits: 4**

### **A 329 Graphic Design: Systems & Techniques**

Advanced print design problems with focus on prepress, production methods, packaging, and identity systems. Work with professional design issues including creating visual and verbal systems for a project with multiple presentation outcomes, executing projects professionally, preparing projects to go to press, designing appropriately for audience and client, the designer's role in these relationships.

**Credits: 4**

**Prerequisite:** A 320

### **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.  
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 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.  
Eligible for the RP grade option.  
**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 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 Critique & Seminar**

Interdisciplinary critique and discussion course. This course provides a forum for discussing contemporary studio practice, methods and ideas. Cross-departmental critique and discussion will address issues of context, audience, and methods relating to contemporary practice and individual expression.

May be repeated 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: 2**

**Prerequisite:** Consent of instructor

### **A 411 Workshop**

**Credits: 1-3**

### **A 412 Practicum**

Practical work experience credit that may be applied toward a degree in the art department. For B.F.A. credit, the practicum should take place off-campus in an arts or cultural organization. Examples include (but not limited to) the Oregon Arts Commission, Oregon Cultural Trust and the Salem Art Association. Students will be contracted for 30 hours per credit. The student will perform duties outlined by the workplace mentor or supervisor to complete an assigned task or project. May be repeated for credit. Eligible for the RP grade option.

**Credits: 1-6**

**Prerequisite:** Upper division standing

### **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. Eligible for the RP grade option.

**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 Type Design: Structural and Expressive**

Advanced issues related to typography, grid structures, image, and audience. Emphasis on investigating and interpretation of the expressive possibilities of typography, focusing on processes, personal responses, and emotive results.

**Credits: 4**

**Prerequisite:** A 320

### **A 422 Advanced Topics in Graphic Design & Communication**

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 designer today.

May be repeated once for credit.

**Credits: 4**

**Prerequisite:** 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 Drawing: Contemporary Practice**

A studio course focusing on contemporary drawing methods and concepts and individual artistic expression and portfolio development. Topics may include: color media, non-objective drawing; alternative media, serial images, advanced figure drawing, documentation and presentation of works on paper; contemporary practices and issues. May be repeated for credit.

**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 Illustration: Digital Tools & Concepts**

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, A 130 and one of the following: A 220, A 230, A 262, A 270 or A 280

### **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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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**

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.

Eligible for the RP grade option.

**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**

**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**

**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**

**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**

**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 exercises.

**Credits: 4**

**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**

**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**

**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**

**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**

**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**

**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**

**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**

### **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**

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**

**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**

**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**

**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.

Eligible for the RP grade option.

**Credits: 4-12**

**ANTH 412 Senior Thesis**

Provides guidance in producing a written account of the anthropology major's field experience in ANTH 411. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**Credits: 4**

**Prerequisite:** Anthropology major and junior standing or above

**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**

**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 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:** A 115 or A 130 and junior standing

### **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**

**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

**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

**Foundational Skills:** Communication and Language

## **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

**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

**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

**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**

**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 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 321 ASL Media**

This course introduces the key features of media in ASL and the Deaf community. This course will cover the aspects of filming, editing, media ethics, academic ASL, online tools and computer programs.

**Credits: 3**

**Prerequisite:** ASL 103 with a grade of C- or better

### **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 327 Deaf Cinema History**

This course helps students to build on the prior knowledge gained from past courses and expands on the world of cinema. Specifically, on the Deaf cinema world. This course will discover the history of the Deaf films, Deaf performers, accessibility, barriers, successes, and controversies. Several assignments will be developed, such as critiques on films, and reviews by people.

May be repeated three times for credit.

**Credits: 3**

**Prerequisite:** ASL 203 with a grade of C- or better

### **ASL 330 Special Topics in American Sign Language**

Introduction to specific topics and content areas in ASL discourse. Topics include mathematics, history, science, art, sports, psychology, health, biology, computer and mental health/medical. Receptive and expressive skills in ASL will be enhanced. Skills related to research in sign language discourse will be

introduced.

**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:** ASL 203 or consent of instructor

### **ASL 353 Linguistics of ASL**

Examines linguistic structural properties of American Sign Language including phonology, morphology, syntax and semantics and how signed languages differ and are similar to spoken languages. Students will be introduced to the linguistic and culturally based communication issues that impact the process between deaf and hearing people.

**Credits: 3**

**Prerequisite:** LING 310, ASL 302 (may be taken concurrent with ASL 303)

### **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 16 credits.

Eligible for the RP grade option.

**Credits: 1-12**

**Prerequisite:** Consent of instructor

### **ASL 413 American Sign Language Cheroology/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 courses 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 425 Introduction to American Sign Language Teaching**

Introduces major theories of second language acquisition and teaching and applies these approaches to ASL instruction. Will explore similarities and differences between L1 and L2 acquisition.

**Credits: 3**

**Prerequisite:** ASL 303 and ASL 353 with a B or better in both classes or consent of instructor

### **ASL 429 American Deaf History**

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: 3**

### **ASL 430 Methodology and Curriculum: American Sign Language Teaching**

Focuses on theories of second language acquisition and approaches to developing and implementing classroom methods and strategies for second language teaching, primarily teaching ASL.

**Credits: 3**

**Prerequisite:** ASL 425 with a grade of B or better or consent of instructor

### **ASL 435 Mentoring for ASL Specialists and Teachers**

Prepares experienced ASL specialists and teachers to become mentors and resource specialists for less experienced or entry-level ASL

specialists and teachers. Special focus on various assessment and evaluation strategies applied to mentoring.

**Credits: 3**

**Prerequisite:** ASL 430 with a grade of B or better or consent of instructor

### **ASL 440 Mental Health in the Deaf Community**

This course is designed to focus on the ways that mental health and substance abuse impact the Deaf community. The course also provides an introduction to the history and culture of deaf-related services, an exploration of common mental health disorders and the difficulty of proper diagnosis, and encourages students to examine their own bias and beliefs related to the field of mental health. This course incorporates evidence-based readings, guided discussions, and group activities.

**Credits: 3**

### **ASL 456 First and Second Language Acquisition: Deaf and Hard of Hearing**

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: 3**

**Prerequisite:** ASL 303 and ASL 353 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 a 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 465 Black Deaf Culture**

This course primarily examines Black Deaf people in America. It focuses on the history, education, community, culture and psychological forces that influence the Black Deaf experience. It will concentrate on the social, political and cultural development of a unique group of people and carefully examine the intersectional identity that can result from being part of both the Deaf community and the Black community through a critical theory lens of oppression and resilience.

**Credits: 3**

### **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 and INT 254 with a grade of B or better, or consent of instructor

### **ASL 475 Deaf Sociology**

This course primarily examines Deaf people in America and internationally. It focuses on Deaf human societies, their interactions, and the processes that preserve and change them. It does this by examining the dynamics of constituent parts of societies such as institutions, communities, populations, and gender, racial, or age groups. It also studies social status/stratification, social movements, and social change, as well as societal disorder in the form of crime, deviance, and revolution.

**Credits: 3**

**Prerequisite:** ASL 203 or consent of instructor

### **ASL 540 Mental Health in the Deaf Community**

Focus on deaf individuals who have mental health issues and cultural effects in their communities. In depth understanding of how to work with individuals who have mental health issues.

**Credits: 3**

**Prerequisite:** Consent of instructor

### **ASL 556 First and Second Language Acquisition: Deaf and Hard of Hearing**

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: 3**

**Prerequisite:** ASL 303 and ASL 353 with a B or better or consent of instructor

### **BA 101 Introduction to Business**

Business organization, operation and management; intended to orient the student in the field.

**Credits: 3**

### **BA 131 Introduction to Business Computing**

The use of Excel and its function as a tool in business applications, such as accounting, finance, business forecasting, and data visualization.

**Credits: 3**

### **BA 199 Special Studies**

Terms and hours to be arranged. May be repeated for up to 12 credits. Eligible for the RP grade option.

**Credits: 1-6**

### **BA 211 Financial Accounting**

Students will gain a basic understanding of how accounting is used by investors, managers, government agencies and others. Includes the study of transaction analysis with emphasis on accrual

versus cash accounting and the preparation, interpretation and use of financial statements.

**Credits: 4**

### **BA 213 Managerial Accounting**

The study of accounting continues from the perspective of management users, with emphasis on planning, performance evaluation and information needed for effective decision-making.

**Credits: 4**

**Prerequisite:** BA 211

### **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 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 230 Introduction to Business Law**

Nature and role of the law in conducting business; tort, formation, performance and discharge of



contracts; commercial transactions and law of business organization, sales, bankruptcies; and the general nature of government regulation.  
**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 111

### **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: 3**  
**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: 3**  
**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: 3**  
**Prerequisite:** BA 211 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: 3**  
**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 213 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: 3**  
**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: 3**

**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: 3**

**Prerequisite:** Sophomore standing  
**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: 3**

**Prerequisite:** BA 243 or MTH 243

### **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: 3**

**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: 3**

**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: 3**

### **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: 3**

**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: 3**

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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: 3**

**Prerequisite:** BA 310 and BA 243; or MTH 243 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: 3**

**Prerequisite:** BA 213 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: 3**

**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: 3**

**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: 3**

**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 201 and EC 202

### **BA 420 Securities Analysis**

Develops theory and requisite tools of securities analysis using computer modeling and portfolio applications.

**Credits: 3**

**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 213 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: 3**

**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: 3**

**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 213 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: 3**

**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: 3**

**Prerequisite:** BA 315 and sophomore standing

### **BA 441 Advanced Accounting**

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 Finance**

Economics and policy analysis of government expenditures, taxes and intergovernmental fiscal relations; the role of government in the economy and policy analysis; the division of functions and revenues between state and local governments; revenues, expenditures and indebtedness of these governments; analysis of state and local tax structures; application to study of the Oregon system.

**Credits: 3**

**Prerequisite:** BA 315 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: 3**

**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: 3**

**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: 3**

**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: 3**

**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: 3**

**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: 3**

**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: 3**

**Prerequisite:** BA 213 and BA 310

## **BA 487 International Law**

A study of law as it applies to businesses participating in international business operations.

**Credits: 3**

**Prerequisite:** BA 230 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: 3**

**Prerequisite:** BA 243 or MTH 243 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: 3**

**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: 3**

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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**

### **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  
**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

**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 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

**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

**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 211 Principles of Biology: Cells and Genetics**

An introduction to the science of biology designed for students pursuing a biology major. Focus on cell biology, metabolism, genetics and molecular biology.

Three hours of classroom meetings and three hours of laboratory per week.

**Credits: 4**

**Prerequisite:** BI 102 with a grade of B or better or MTH 111 with a grade of C or better or placement into MTH 112 or higher

**Corequisite:** BI 211L

**Exploring Knowledge:** Scientific Perspectives

### **BI 211L Lab: Principles of Biology**

To be taken concurrently with BI 211.

**Credits: 0**

**Corequisite:** BI 211

### **BI 212 Principles of Biology: Evolution, Diversity, and Ecology**

An introduction to the science of biology designed for students pursuing a biology major. Focus on evolution, biological diversity, and ecology. Three hours of classroom meetings and three hours of laboratory per week.

**Credits: 4**

**Prerequisite:** Passing grade in BI 211

**Corequisite:** BI 212L

**Exploring Knowledge:** Scientific Perspectives

### **BI 212L Lab: Principles of Biology**

To be taken concurrently with BI 212.

**Credits: 0**

**Corequisite:** BI 212

### **BI 213 Principles of Biology: Structure and Function**

An introduction to the science of biology designed for students pursuing a biology major. Focuses on the anatomical features and physiological processes that allow multicellular organisms to survive and reproduce. Three hours of classroom meetings and three hours of laboratory per week.

**Credits: 4**

**Prerequisite:** Passing grade in BI 211

**Corequisite:** BI 213L

**Exploring Knowledge:** Scientific Perspectives

### **BI 213L Lab: Principles of Biology**

To be taken concurrently with BI 213.

**Credits: 0**

**Corequisite:** BI 213

### **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**

**Foundational Skills:** Health Promotion

### **BI 234 Human Anatomy and Physiology**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: integumentary system, skeletal system, muscular system and immune system.

Three one-hour lectures and one three-hour laboratory per week

**Credits: 4**

**Prerequisite:** BI 102 or BI 211 with a grade of C- or better

**Corequisite:** BI 234L

### **BI 234L Lab: Human Anatomy and Physiology**

To be taken concurrently with BI 234.

**Credits: 0**

**Corequisite:** BI 234

### **BI 235 Human Anatomy and Physiology**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers to cover the following topics: nervous system, special senses, endocrine system and cardiovascular system.

Three one-hour lectures and one three-hour laboratory per week.

**Credits: 4**

**Prerequisite:** BI 234

**Corequisite:** BI 235L

### **BI 235L Lab: Human Anatomy and Physiology**

To be taken concurrently with BI 235.

**Credits: 0**

**Corequisite:** BI 235

### **BI 236 Human Anatomy and Physiology**

Study of the anatomy and physiology of the human body. Uses lecture and laboratories utilizing human cadavers

to cover the following topics:

respiratory system, digestive system, urinary system and reproductive system. Three one-hour lectures and one three-hour laboratory per week.

**Credits: 4**

**Prerequisite:** BI 235

**Corequisite:** BI 236L

### **BI 236L Lab: Human Anatomy and Physiology**

To be taken concurrently with BI 236.

**Credits: 0**

**Corequisite:** BI 236

### **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 105, MTH 110 or MTH 111 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.

**Credits: 4**

**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 211 or consent of instructor and MTH 111 (or equivalent)

### **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 213, BI 314 and CH 221

**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. Three hours lecture plus one hour discussion session.

**Credits: 4**

**Prerequisite:** BI 212 and BI 314 or consent of instructor

### **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 three-hour laboratory.

**Credits: 4**

**Prerequisite:** BI 101 or BI 212 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 212 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 211, BI 212 and BI 213 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 the physiological processes and mechanisms involved in plant nutrition, photosynthesis, assimilation of organic and inorganic materials, energy balance, water requirements, growth factors and organismic control.

Three hours lecture and one four-hour laboratory.

**Credits: 5**

**Prerequisite:** BI 213 and CH 223 or consent of instructor

**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.

**Credits: 4**

**Prerequisite:** BI 211, BI 212, BI 213, CH 221, CH 222, and CH 223

**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 213 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**

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 213 or CH 223

**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.

**Credits: 4**

**Prerequisite:** MTH 111 or MTH 243

**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 211, BI 212, BI 213, MTH 111 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 212 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 212 and BI 213 or consent of instructor  
**Corequisite:** BI 361L

### **BI 361L Lab: Marine Ecology**

To be taken concurrently with BI 361.  
**Credits:** 0  
**Corequisite:** BI 361

### **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 211 or consent of instructor; MTH 095 or MTH 101 with a grade of C- or better (or equivalent), highly

recommended  
**Corequisite:** BI 370L  
**Integrating Knowledge** Science, Technology, and Society

### **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 213 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. Eligible for the RP grade option.  
**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.  
**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. Eligible for the RP grade option.  
**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 211, BI 212, BI 213, 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 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 four-hour laboratory per week.

**Credits: 4**

**Prerequisite:** BI 314 and BI 315 and one year of Chemistry, or consent of instructor

**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 two-hour laboratory.

**Credits: 4**

**Prerequisite:** BI 314, BI 315 and CH 222 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 211, BI 212 and BI 213 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 315 and BI 315L may be taken concurrently with BI 437, CH 223, or consent of instructor.

## **BI 441 Human Heredity**

Basic principles of human inheritance, including patterns of traits, chromosomes, sex determination, how DNA is connected to traits, and DNA technology used for diagnostics. Not open for credit to biology majors or biology minors; may not be used in a degree in addition to BI 314, Introductory Genetics. BI 541 is designed for graduate students in education or related fields.

Four hours of lecture per week.

**Credits: 4**

**Prerequisite:** BI 102 or BI 211 or consent of instructor; MTH 095 or MTH 101 with a grade of C- or better (or equivalent), highly recommended **Integrating Knowledge** Science, Technology, and Society

## **BI 451 Invertebrate Zoology**

A systematic study of invertebrates, with a comparative approach to anatomy, physiology, behavior, life history and evolution. Emphasizes the relatedness of structure and function and focuses on the adaptations of these animals to their environments. Observation of living marine invertebrates is emphasized in the lab. Three one-hour lectures and one four-hour laboratory period.

**Credits: 5**

**Prerequisite:** BI 211, BI 212, and BI 213 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 211, BI 212, and BI 213 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 211, BI 212, BI 213, MTH 111 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. Eligible for the RP grade option.

Lecture, laboratory and field trips may also be scheduled.

**Credits: 3-6**

**Prerequisite:** BI 211, BI 212 and BI 213 or consent of instructor

### **BI 458 Special Topics in Biology II**

An in-depth exploration of a special topic in selected areas of biology. Eligible for the RP grade option.

Lecture, laboratory and field trips may also be scheduled.

**Credits: 3-6**

**Prerequisite:** BI 211, BI 212 and BI 213 or consent of instructor

### **BI 459 Special Topics in Biology III**

An in-depth exploration of a special topic in selected areas of biology. Eligible for the RP grade option.

Lecture, laboratory and field trips may also be scheduled.

**Credits: 3-6**

**Prerequisite:** BI 211, BI 212 and BI 213 or consent of instructor

### **BI 460 Special Topics in Biology IV**

An in-depth exploration of a special topic in selected areas of biology. Eligible for the RP grade option.

Lecture, laboratory and field trips may also be scheduled.

**Credits: 3-6**

**Prerequisite:** BI 211, BI 212 and BI

213 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 212 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 212 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.

Eligible for the RP grade option.

**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 211, BI 212, BI 213, BI 234, BI 235, or BI 236

### **BI 541 Human Heredity**

Basic principles of human inheritance, including patterns of traits, chromosomes, sex determination, how DNA is connected to traits, and DNA technology used for diagnostics. Not open for credit to biology majors or biology minors; may not be used in a degree in addition to BI 314, Introductory Genetics. BI 541 is designed for graduate students in education or related fields.

Four hours of lecture per week.

**Credits: 4**

**Prerequisite:** BI 102 or BI 211 or consent of instructor; MTH 095 or MTH 101 with a grade of C- or better (or equivalent), highly recommended

### **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 211, BI 212, and BI 213 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 211, BI 212, BI 213, MTH 111 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. Eligible for the RP grade option.

Lecture, laboratory and field trips to be scheduled.

**Credits: 3-6**

**Prerequisite:** BI 211, BI 212, and BI 213 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 212 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.

Eligible for the RP grade option.

**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 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**

**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 Production Capstone**

In teams or individually, students enrolled in CA 404 Creative Production 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 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 103 Allied Health Chemistry**

This 5 credit chemistry course is designed for students interested in the health sciences professions, such as nursing, and for students minoring in Medicinal Chemistry and Pharmacology: Health and Community Track or Forensic Science: Non-

Chemistry Majors. This course combines the fundamentals of general chemistry, organic chemistry and biochemistry as applied to the health professions. General chemistry concepts include atomic bonding, measurements, stoichiometry and solutions chemistry, as well as pH and acid-base chemistry. The course is focused on the chemistry of carbon, hydrogen, nitrogen and oxygen containing compounds and examines the structures, properties, nomenclature, reactivity and, in some cases, synthesis of simple organic molecules. The structures and functions of biological macromolecules and common biochemical pathways are also examined as well as their relationship to human health. This course is designed to meet the requirements for pre-nursing curricula and other Allied Health professions majors.

Three lecture hours, one hour recitation, and one two-hour lab section per week.

**Credits: 5**

**Corequisite:** CH 103L

**Exploring Knowledge:** Scientific Perspectives

### **CH 103L Lab: Allied Health Chemistry**

To be taken concurrently with CH 103.

**Credits: 0**

**Corequisite:** CH 103

### **CH 104 Chemistry and the Environment**

Introductory course designed to provide the background needed to understand the chemistry behind current environmental issues affecting society. Topics such as air pollution, water pollution, ozone depletion, climate change and energy will be explored.

Three hours of lecture and one two-hour laboratory section per week.

**Credits: 4**

**Corequisite:** CH 104L

**Exploring Knowledge:** Scientific Perspectives

### **CH 104L Lab: Chemistry and the Environment**

To be taken concurrently with CH 104.

**Credits: 0**

**Corequisite:** CH 104

### **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

**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

**Exploring Knowledge:** Scientific Perspectives

### **CH 106L Lab: Scientific Advances in Medicine**

To be taken concurrently with CH 106.

**Credits: 0**

**Corequisite:** CH 106

### **CH 150 Preparatory Chemistry**

For students majoring in science, pre-professional health studies or pre-engineering who need a refresher or who have not completed the year of high school chemistry required for enrollment in CH 221. Provides background into the language and mathematics necessary for success in the CH 221-223 sequence. Topics include the use of significant figures, the metric system, problem-solving, stoichiometric calculations, solution calculations, nomenclature, electronic structure and periodic trends. No laboratory component. May not be used for credit in a chemistry major.

**Credits: 3**

**Prerequisite:** MTH 095 (or equivalent), MTH 111 recommended

### **CH 161 Beginning Crime Scene Photography**

In this class students are taught the fundamentals of using 35mm Digital Single Lens Reflex (DSLR) cameras and use them 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. Students also complete a special project on a topic of their own choosing. One lecture and one three hours of laboratory per week.

**Credits: 4**

**Prerequisite:** Consent of instructor

**Corequisite:** CH 161L

### **CH 161L Lab: Beginning Crime Scene Photography**

To be taken concurrently with CH 161.

**Credits: 0**

**Corequisite:** CH 161

### **CH 221 General Chemistry**

Rigorous introductory course for

students majoring in science. Course covers the Metric System, unit conversions, Quantum Mechanics and the structure of the atom, bonding theories and molecular geometry, intermolecular forces and calculations involving the mole.

Three hours of lecture, one one hour recitation and one three-hour laboratory.

**Credits: 5**

**Prerequisite:** MTH 111 equivalency plus one year high school chemistry, or CH 104 with a grade of C or better, or a passing diagnostic placement exam score, or consent of instructor

**Corequisite:** CH 221L

**Exploring Knowledge:** Scientific Perspectives

### CH 221L Lab: General Chemistry

To be taken concurrently with CH 221.

**Credits: 0**

**Corequisite:** CH 221

### CH 222 General Chemistry

Course covers empirical and molecular formulas, stoichiometry and limiting reagents, reactions of acids and bases, titrations, precipitation reactions, redox reactions,

thermochemistry, enthalpy and calorimetry and the properties of gases and solutions.

Three hours of lecture, one one-hour recitation and one three-hour laboratory.

**Credits: 5**

**Prerequisite:** CH 221 with a grade of C- or better or consent of instructor

**Corequisite:** CH 222L

**Exploring Knowledge:** Scientific Perspectives

### CH 222L Lab: General Chemistry

To be taken concurrently with CH 222.

**Credits: 0**

**Corequisite:** CH 222

### CH 223 General Chemistry

Course covers topics in free energy and reaction spontaneity, kinetics and mechanisms, equilibrium and Le Chatelier's Principle, acid-base theory, buffers, electrochemistry, transition

metals and topics in nuclear chemistry. Three hours of lecture, one one hour recitation and one three-hour laboratory.

**Credits: 5**

**Prerequisite:** CH 222 with a grade of C- or better or consent of instructor

**Corequisite:** CH 223L

**Exploring Knowledge:** Scientific Perspectives

### CH 223L Lab: General Chemistry

To be taken concurrently with CH 223.

**Credits: 0**

**Corequisite:** CH 223

### 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**

**Foundational Skills:** Health Promotion

### CH 310 Environmental Geochemistry

An application of the principles of geology and chemistry to geological processes such as isotope fractionation, the carbonate cycle, weathering and formation of clays, hydrologic mobility and adsorption of heavy metals to clays and humic substances, groundwater plumes, atmospheric chemistry including the greenhouse effect, global warming and ozone destruction. Three lectures.

**Credits: 3**

**Prerequisite:** One year of college chemistry, ES 201 or ES 202 or consent of instructor

### CH 312 Quantitative Analysis

Study of the fundamental principles of analytical chemistry. Laboratory work consists of standard analysis utilizing titrations, UV-Vis spectroscopy, atomic absorption spectrometry and chromatography.

Three lectures and one three-hour laboratory.

**Credits: 4**

**Prerequisite:** CH 223

**Corequisite:** CH 312L

### CH 312L Lab: Quantitative Analysis

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 251 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 lectures.

**Credits: 3**

**Prerequisite:** CH 103 or CH 223

**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: 1**

**Prerequisite:** CH 103 or CH 223

**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 103; or CH 334 and BI 102 or BI 211; or consent of instructor

### CH 334 Organic Chemistry

Covers the organic chemistry of alkanes and alkyl halides emphasizing their structures, properties and reactions.

Three lectures.

**Credits: 3**

**Prerequisite:** CH 223 or consent of instructor

### CH 335 Organic Chemistry

Course will cover elimination, addition, oxidation-reduction, radical reactions and spectroscopic structure determination.

Three lectures.

**Credits: 3**

**Prerequisite:** CH 334 with a grade of C- or better

**Corequisite:** CH 337

### 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.

**Credits: 3**

**Prerequisite:** CH 335 with a grade of C- or better

**Corequisite:** CH 338

### CH 337 Organic Chemistry Lab I

Students will learn basic laboratory techniques for purifying and identifying organic compounds. The topics covered will be thin layer chromatography, gas chromatography, extraction, recrystallization, simple and fractional distillation, melting points, boiling points, derivatives, spectroscopy and using the chemical literature for obtaining physical property information.

**Credits: 1**

**Corequisite:** CH 335

### CH 338 Organic Chemistry Lab II

Student will study a number of different reactions including nucleophilic substitution, hydration, oxidation-reduction, Diels-Alder and the use of the Grignard reagent. A significant portion of term will be spent learning how to identify unknown organic substances.

**Credits: 2**

**Prerequisite:** Passing grade in CH 335 and CH 337

**Corequisite:** CH 336

### CH 340 Elementary Physical Chemistry

Fundamental principles of physical chemistry with applications in engineering, biological systems and medicine. This course will count for chemistry major credit only for students in the forensic, medicinal and pharmacology and environmental options.

**Credits: 4**

**Prerequisite:** CH 223, PH 213 or PH 203 or consent of instructor

### 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 103; or CH 334 and BI 102; or CH 334 and BI 211; or consent of instructor

**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 335 or consent of instructor

### CH 354 Computational Chemistry

A study of statistical and graphical methods of data analysis, numerical methods of common importance in chemistry, problem-solving,

information handling and retrieval and simulation techniques.

**Credits: 3**

**Prerequisite:** Two years of college chemistry or consent of instructor

### CH 360 Nuclear Chemistry

Emphasis will be placed on the atomic nucleus, nuclear properties, nuclear models, radioactivity, nuclear reactions, fission, nuclear reactors and applications of radioactivity.

**Credits: 3**

**Prerequisite:** CH 223 and PH 213 or consent of instructor

### 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.

**Credits: 3**



## 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.

**Credits: 3**

**Prerequisite:** CH 223, and PH 203 or PH 213; or consent of the instructor

## CH 370 Selected Topics in Chemistry

An introduction to contemporary topics in chemistry.

**Credits: 1-3**

**Prerequisite:** Consent of instructor

## CH 371 Environmental Chemistry

A study of current environmental problems such as stratospheric ozone, greenhouse effect, smog, acid rain, pollution, oil spills and pesticides.

**Credits: 3**

**Prerequisite:** CH 104, CH 105 and CH 106 or 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

## CH 409 Practicum

Terms and hours to be arranged. May be repeated for up to 16 credits.

**Credits: 1-9**

## CH 411 Advanced Inorganic Chemistry

An introduction to quantum mechanics covering atomic theory, periodic table, symmetry, group theory, molecular orbitals, ionic/covalent bondings, solid state and the molecular structure. Not sequential with CH 412.

**Credits: 3**

**Prerequisite:** CH 223, MTH 252 and PH 213 or consent of instructor

## CH 412 Inorganic Chemistry of the Environment

Course uses the periodic variations in fundamental atomic properties to predict and explain the chemical behavior of classes of inorganic compounds with special applications to the environment. Not sequential with CH 411.

Three lectures (3 credits) and one laboratory (1 credit).

**Credits: 4**

**Prerequisite:** CH 223, MTH 252 and PH 213 or consent of instructor

## 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 313 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 431 Applications of Forensic Science

Hands-on examination of subjects in modern forensic science. Topics may include drug analysis, forensic botany, toxicology, forensic pathology, crime scene analysis, forensic photography, data collection and storage, forensic microscopy or related subjects. Will be taught as topic modules incorporating both lecture and laboratory practice as appropriate.

**Credits: 2**

**Prerequisite:** CH 320 or consent of instructor

## CH 432 Applications of Forensic Science

Hands-on examination of subjects in modern forensic science. Topics may include DNA isolation and analysis, forensic psychology, forensic anthropology, polygraph, voiceprint

identification, document examination, forgery, cyber crimes and tracking, use of GIS and computer modeling in forensic science, arson, accelerant and explosives residue or related subjects. Will be taught as topic modules incorporating both lecture and laboratory practice as appropriate.

**Credits: 2**

**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.

**Credits: 3**

**Prerequisite:** CH 223, MTH 254 and PH 213

### CH 441 Physical Chemistry II

A study of solutions, heterogeneous equilibria, electrochemistry, chemical kinetics, elementary quantum and statistical mechanics.

**Credits: 3**

**Prerequisite:** CH 440

### CH 442 Physical Chemistry III

A study of molecular structure and bonding, electronic structure of atoms and molecules, rotational, vibration and electronic spectra of molecules.

**Credits: 3**

**Prerequisite:** CH 441

### CH 445 Toxicology Laboratory Techniques

General biochemical and physical techniques used in toxicology are covered with an emphasis on model systems. Course covers laboratory techniques such as environmental analysis of pollutants and other toxicological components, dose response curves, morphological effects, drug testing and metabolism, genetic and epigenetic techniques and molecular probes for evaluating DNA, RNA and protein effects following xenobiotic exposure.

**Credits: 3**

### 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 structures of carbohydrates, nucleic acids and proteins.

**Credits: 3**

**Prerequisite:** CH 336 or consent of instructor

### 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 452 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 251 (or equivalent) or consent of instructor

### CH 461 Experimental Chemistry

Advanced laboratory course. Topics include applications of nanotechnology, environmental analyses, extraction techniques and photolysis. Students write a proposal applying these techniques to an environmental problem and conduct the investigation.

**Credits: 3**

**Prerequisite:** CH 313, CH 338 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 313, CH 338 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.

**Credits: 3**

**Prerequisite:** Concurrent enrollment in or completion of CH 313 and CH 442

### CH 471 Chemical Instrumentation

Theory and operation of instrumentation, including the applications of computer technology, used in modern chemical laboratories. Three lectures and one laboratory.

**Credits: 4**

**Prerequisite:** CH 313

**Corequisite:** CH 471L

### CH 471L Lab: Chemical Instrumentation

To be taken concurrently with CH 471.

**Credits: 0**

**Corequisite:** CH 471

### 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.

**Credits: 3**

**Prerequisite:** CH 336 or consent of instructor

## 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 251 (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**

**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**

**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**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

## 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 Social Research Writing**

Students propose, research, and write an independent research project relating to the theme of the course. Themes rotate but with a consistent social justice focus that examines the structures of and interrelationships between subcultures and mainstream society. Prepares students for writing longer academic papers by developing strong research, analysis, and synthesis skills; introduces them to APA documentation format with increased emphasis on academic vocabulary and style.

**Credits: 4**

**Prerequisite:** WR 122

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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 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

### **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**

**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 policy.

**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

### **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 and GEOG 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 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**

**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 a final research paper at the end of the course that reflects their clear understanding of the relationship between theory and practice in criminal justice. 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 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**

## **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**

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 Social 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**  
**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **CJ 446 Race and American Law Enforcement**

This course will present the history of racism in America and the origins of policing. Specifically, the course will discuss how the institution of slavery and control of minorities shaped early policing. The course concludes with examination of contemporary strategies for re-envisioning policing as an institution practicing equity, inclusion, diversity, and procedural justice.  
**Credits: 4**  
**Prerequisite:** CJ 213 or Instructor approval

### **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 and CJ 252 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**

A study of contemporary issues in criminal justice.

**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**

**Prerequisite:** Upper division standing

### **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 Social 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**

**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 563 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 603 Thesis/Professional Project**

Terms and hours to be arranged. Eligible for the RP grade option.

**Credits: 1-9**

### **CJ 606 Special Individual Studies**

Term and hours to be arranged.

**Credits: 1-15**

### **CJ 608 Workshop**

Term and hours to be arranged.

**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**

Equips graduate students in the theory, research and practice of

Motivational Interviewing (MI) in the correctional system at a more advanced level than would be required for undergraduates. 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. Students taking MI at an advanced level in the graduate programs would be equipped with a roadmap for ongoing development and mastery in MI.

**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**

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 Program Evaluation in Criminal Justice**

Examines the field of Program Evaluation. Brief history and review of those activities essential for assessing a criminal justice or social intervention program from five perspectives: (1) need for a program; (2) program design; (3) program implementation and service delivery; (4) program impact or outcome; (5) program efficiency.

**Credits: 4**

### **CJ 624 Applied Research in Criminal Justice**

The course is designed to shepherd students through the process of planning and conducting an applied research project. Students will identify a research question, develop a conceptual framework, conduct their research and then report their findings as they describe, analyze and/or compare the outcome or effectiveness of a social intervention program, agency policy, or public law based on its stated goals or objectives.

**Credits: 4**

**Prerequisite:** CJ 623

### **CJ 625 Research Writing in Criminal Justice, Capstone Part III**

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 Theories and Models in Corrections**

Explores the modern era of corrections. Examines the massive increase in prisons and incarceration rates driving the past several decades. Students will be required to critically analyze past and current prison and post-prison practices. Students will be required to develop corrections models that would serve as "best practice" solutions to problems and/or inconsistencies in previous and current models of corrections.

**Credits: 4**

### **CJ 656 Contemporary Issues in Criminal Justice**

A study of contemporary issues in criminal justice.

**Credits: 4**

### **CJ 660 Advanced Theories and Research in Crime and Delinquency**

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 100 Effective Communication**

This course is designed to help students master the art of communication so that they can more effectively, appropriately and ethically

interact with people from diverse cultures and backgrounds. As a survey course, COM 100 provides students with an overview of Communication as a field of study, including its role in interpersonal, intercultural, mediated, small group, and rhetorical contexts.

**Credits: 4**

**Foundational Skills:** Communication and Language

### **COM 111 Principles of Public Speaking**

Instruction and practice in applying the principles of invention, organization, language and delivery with a focus on the development of skill and confidence in formal public communication.

**Credits: 4**

**Foundational Skills:** Communication and Language

### **COM 112 Interpersonal Communication**

Practical, theoretically grounded approaches to developing relational communication skills in a variety of contexts ranging from romantic relationships to friendships to on-the-job communication.

**Credits: 4**

**Foundational Skills:** Communication and Language

### **COM 113 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.

Eligible for the RP grade option.

**Credits: 4**

### **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 Mass Communication**

Introduction to the study of mass

communication through the critical engagement and examination of issues relating to the mass communication industry, media production, content and effects.

**Credits: 4**

**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**

**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**

**Foundational Skills:** Communication and Language

### **COM 271 Communication Studies Projects**

Training and participation in communication studies activities in the public setting. Terms and hours arranged with consent of instructor.

**Credits: 1-3**

### **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**

**Foundational Skills:** Critical Thinking

### **COM 312 Public Relations Communication**

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 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 111

### **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**

**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**

An exploration of the intersection of gender and communication examining documented similarities and differences in communication patterns and styles and investigating gender as a communicative enactment.

**Credits: 4**

### **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**

### **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**

### **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**

**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 Rhetoric, Race, Resistance**

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**

### **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 6 credits, if content is different.

Pass-No Credit (P/NC) grading only.

Eligible for the RP grade option.

**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 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**

**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**

**Integrating Knowledge** Science, Technology, and Society

### **COM 431 Nonverbal Deception Detection**

Using techniques derived from Dr. Paul Ekman's 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. Students will earn a letter grade. In addition, taking this course will qualify them to take the online exam for two certificates, awarded by Paul Ekman International, the official training group located in Manchester, UK.

**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**

### **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 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**

**Prerequisite:** COM 112 and/or consent of instructor

### **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, 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. Students will earn a letter grade. In addition, taking this course will qualify them to take the online exam for two certificates, awarded by Paul Ekman International, the official training group located in Manchester, UK.

**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 and computer crime; buying and upgrading a personal computer

system; and careers in computing.

**Credits: 4**

**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 125 Introduction to Computer Game Development**

Students will be exposed to fundamentals of programming by building digital/computer games using a high-level game development framework; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem-solving skills by creating a digital/computer game. Students will design and develop a digital game at a level appropriate for their background and experience.

**Credits: 4**

### **CS 126 Introduction to Smart Phone App Development**

Gentle introduction to computing. Students will build mobile apps for phones and tablets using the visual language "app inventor"; no prior programming experience required. Students will gain insights into how programs are designed and developed; learn about the software engineering process; and improve problem-solving skills by creating a smart phone or tablet application.

**Credits: 4**

### **CS 127 Introduction to Multimedia Programming**

Introduction to sound synthesis using the Pure Data programming language. Students will become familiar with basic digital audio and signal processing techniques in a visual programming environment. Generative sound design and production processes will be explored with

examples applicable to game development, music composition and sound effect creation.

**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 134 Perl Programming**

Introduces students to the Perl programming language. Through lecture and hands-on lab exercises, students learn how to use simple Perl scripts to tackle contemporary applications of Computer Science and Information Systems.

**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 137 Introduction to MATLAB Programming**

Introduces students to technical computing using the MATLAB platform. MATLAB is an all purpose interactive computing environment that seamlessly integrates a high-level programming language expressly

designed for technical computing. A variety of computational tasks will be examined including simulation and data analysis problem types.

**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 basic 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**

**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**

**Prerequisite:** CS 160 with a grade of C or better or consent of instructor

**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 and concurrent enrollment in or completion of MTH 232 or MTH 252

**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 196 Web Design Using HTML and JavaScript

Students learn to use Hyper Text Markup Language (HTML) and JavaScript HTML. HTML is a language for structuring and presenting content for the world wide web and is a core technology of the internet. JavaScript is primarily used in the form of client-side language implemented as part of a web browser in order to provide enhanced user interfaces and dynamic

websites.

**Credits: 4**

## CS 199 Computer Science Topics

Course content varies. Topics are selected relative to new subject areas in computer science appropriate to freshmen level.

May be repeated for up to 16 credits.

**Credits: 1-6**

## 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**

**Prerequisite:** CS 162 with a grade of C or better and MTH 232 or MTH 252

## 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**

**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 122

**Integrating Knowledge** Science, Technology, and Society

## CS 355 UNIX Fundamentals

Introduction to the UNIX operating system. Emphasis on using a UNIX-based or a Linux-based computer and some basic system administration tasks. Covers fundamental UNIX commands and utilities, including the use of a text editor and a mail handler, configuring a shell, the UNIX file system organization, managing processes in a multiprocessing system and writing simple shell scripts. This class assumes no previous experience with the UNIX operating system.

**Credits: 3**

**Prerequisite:** CS 162

## 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 and Networking

This course provides an introduction to Operating Systems as managers of

systems resources and networking fundamentals. Management of tasks, memory, and peripheral devices is explored. Topics include task synchronization, message handling, scheduling, dispatching, network communications and protocols. Students gain hands-on 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**

**Prerequisite:** CS 366 with a grade of C or better

### CS 399 Topics in Computer Science

Course content will vary. Topics are selected relative to new subject areas in computer science appropriate to junior level.

May be repeated for up to 16 credits.

**Credits: 1-6**

### 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 408 Workshop

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.

Eligible for the RP grade option.

**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**

**Integrating Knowledge** Science, Technology, and Society

### CS 431 Intelligent Systems

Fundamentals of classical and modern intelligent systems (artificial intelligence). Covers classic algorithms including search strategies, constraint

satisfaction, optimization, knowledge representation and reasoning and classification and overview of modern deep learning methods. Includes laboratory style investigation and algorithm implementation for selected real systems or problems, e.g. autonomous systems or image recognition.

**Credits: 4**

**Prerequisite:** CS 361 with a grade of C or better

### **CS 434 Data Mining and Data Warehouse**

Course discusses theory and algorithms most commonly used in the analysis of large volumes of data, often referred to as Big Data/Business Intelligence/Machine Learning, in the extraction of knowledge from such data, and in making decisions based on the knowledge acquired. Students will build a data warehouse and conduct data mining exercises.

**Credits: 4**

**Prerequisite:** CS 364 with a grade of C or better

### **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:** MTH 243 or MTH 354

### **CS 440 Analysis of Algorithms**

A variety of algorithms are examined in terms of their demands on the resources of space and time. The techniques for doing a detailed algorithm analysis are covered.

**Credits: 4**

**Prerequisite:** CS 361

### **CS 445 Theory of Computation**

Explores the mathematical foundation of computer science. The various levels of automata theory are covered along with their deterministic and nondeterministic counterparts.

**Credits: 4**

**Prerequisite:** CS 361

### **CS 447 Compiler Design**

Theoretical discussion of the complexities of a modern compiler, along with the examination of the algorithms necessary to implement the same. Programming tools such as LEX and YACC may be used. All phases of a compiler are implemented.

**Credits: 3**

### **CS 449 Topics in Computational Theory**

Covers topics of special or current interest in the area of computational theory that are not covered in other courses.

**Credits: 3**

### **CS 459 Topics in System Management**

Topics of special or current interest in system management not covered in other courses.

**Credits: 3**

### **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**

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 469 Topics in Information Assurance**

Covers topics of special or current interest in the area of computer security that are not covered in other courses.

**Credits: 3**

### **CS 472 Operating Systems - Advanced Topics**

Project-oriented course for senior computer science majors who wish to explore advanced program development techniques utilizing operating system services. Hands-on experience in advanced development of applications focusing on the development of distributed and client/server applications.

**Credits: 3**

### **CS 474 Concurrent Systems**

Study of parallel architecture and parallel programming paradigms. A comparison of large-grain and fine-grain programming methods. Topics also include: process creation and termination, shared and private data, scheduling algorithms and interprocess communication.

**Credits: 4**

**Prerequisite:** CS 360

### **CS 479 Topics in Software Engineering**

Course covers topics of special or current interest in the area of software engineering that are not covered in other courses.

**Credits: 3**

### **CS 481 Computer Graphics**

Fundamentals of modern 3D interactive computer graphics. Covers fundamental graphics algorithms for modeling, rendering, lighting and shading as well as the operations of GPU hardware and a modern

programming API such as OpenGL.

**Credits: 4**

**Prerequisite:** CS 260 with a grade of C or better (MTH 341 recommended)

### **CS 482 Modeling and Simulation**

Design and construction of computer models. Use of these models will be used to simulate the behavior of the modeled system to better understand the system, predict how it might behave under different circumstances and find ways to improve the "performance" of the system. Covers both discrete and continuous system models. Study of the process of "translating" one's mental models into a computer modeling language in order to perform simulations.

**Credits: 3**

**Prerequisite:** CS 260

### **CS 484 Neural Networks**

Explores computation in massively interconnected networks of simple, autonomous processing elements. Students will complete individual projects exploring the computational properties of neural networks. Students are expected to be comfortable with calculus and simple matrix operations.

**Credits: 3**

### **CS 487 File Forensics**

Introduces digital investigation. Covers the analysis of data structures of files, as well as storing and retrieving files in different operating systems.

**Credits: 4**

**Prerequisite:** CS 271 and CS 365, both with a grade of C or better

### **CS 490 Physical Computing**

Course show how computing can interact with the physical world. Physical computing systems commonly include a micro controller or single-board computer, interface systems and various sensors and output devices, e.g. motors and switches. Students will learn the operation and programming of such systems for effective use. Previous experience with C and/or C++ programming language is

recommended.  
**Credits: 3**

### **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 603 Thesis, Professional Project**

Terms and hours to be arranged.  
**Credits: 1-9**

### **CS 606 Special Topics**

Course is to be offered on an individual student basis. It is designed to support students who need to investigate topics not covered in existing courses.  
**Credits: 1-4**  
**Prerequisite:** CS 600 and CS 610

### **CS 607 Special Topics**

Special course offerings.  
**Credits: 1-10**  
**Prerequisite:** CS 600 and CS 600

### **CS 609 Practicum**

Credit for a practical work experience where advanced computer science skills are developed and/or utilized.  
**Credits: 1-9**

### **CS 615 CS Colloquium**

Students will broaden their knowledge regarding research areas and current trends of Computer Science and IT industry through guest lectures, research and peer presentations. May be repeated for up to 8 credits.  
**Credits: 1**

### **CSE 406 Special Individual Studies**

Terms and hours to be arranged.  
May be repeated for up to 12 credits.  
**Credits: 3**

### **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 469 "Hey u up?": Tech, Culture, and (Maybe) Love**

This class explores dating apps and their impacts on how we experience the world around us, from technology to culture to relationships. Our goal is to better understand, and document, how technology influences human connection, interactions, and behavior and how human interactions, behavior, and ideology impact the use, shaping, and creation of technology. Using a rhizomatic approach to research, observation, and analysis, we will engage with scholarly and popular conversations on dating apps, conduct interview users, and analyze apps to consider issues related to bias, security, safety, identity, and relationships. Through this process we will work to understand and make explicit how dating apps are designed and used as well their risks and benefits. This course will culminate in a final research-based project selected by the student.  
**Credits: 3**  
**Integrating Knowledge** Science, Technology, and Society

### **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 Thesis or 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. Eligible for the RP grade option.  
**Credits: 3-9**

### **CSE 604 Portfolio**

The professional portfolio is one option for meeting the exit requirements for the MS Ed information technology degree. This portfolio will be a reflection of students' understanding of the literature in the field of educational technology, their mastery of the MS Ed proficiencies and National Educational Technology Standards and their ability to synthesize and apply their knowledge in the production of high quality educational materials. Eligible for the RP grade option.  
**Credits: 3**

### **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.  
**Credits: 1-3**

### **CSE 610 Computers in Education**

Course follows two distinct strands of activity: a theoretical/philosophical analysis of the underpinnings of technology use and hands-on skill development in the use of hardware

and software.

**Credits: 3**

### **CSE 611 Information Literacy**

Course will include technology and effective information literacy, including developing and presenting materials, assisting in planning and record-keeping and functioning in an information-rich environment. This course explores strategies and support systems for literacy in information and digital citizenship.

**Credits: 3**

### **CSE 612 Media Literacy**

Examines the influence of media in our culture and explores methods for teaching media literacy. 21st-century media literacy skills include thinking critically about how we consume media messages (access, analysis, evaluation) and becoming skilled in the creation of messages using a variety of media, including, but not limited to, film, websites, photography and advertising.

**Credits: 3**

### **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: 3**

### **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: 3**

### **CSE 617 Open Source Tools**

Using and evaluating open source (OS) tools for educational purposes while familiarizing participants with a general history of OS software. Students will actively use open-source operating systems, programs and platforms while learning how to evaluate OS products. Students will leave with practical, OS software-based classroom activities and strategies.

**Credits: 3**

### **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: 3**

### **CSE 620 Computer as a Management Tool**

Theoretical and practical aspects of computer-aided tool use. Explores ways in which perceptions of education may be altered when implementing computer-based technologies. Cultural implications will also be explored. Students will explore a range of computer management

applications from simple record-keeping to more sophisticated planning and forecasting techniques, utilizing a variety of computer-based management programs.

**Credits: 3**

### **CSE 623 Teaching English Language Learners Through Technology**

Explores a variety of online tools and looks at proven ways these tools can be used to support language development and content learning for English language learners. Examines how technology tools can be used in meaningful ways, to allow additional

collaboration between colleagues, teacher and students and students themselves. Includes hands on exploration of blogs, wikis, podcasts, screencasts, social networking, online imaging, online presentation tools and more.

**Credits: 3**

### **CSE 624 Open Educational Resources**

This course enables students to identify, evaluate, select, and deliver open, free, and copyrighted resources in their teaching, training, instruction, or workplace while adhering to legal and ethical guidelines.

**Credits: 3**

### **CSE 625 Curating & Maintaining an Online Identity**

This course emphasizes key practices for building, developing, maintaining, and safeguarding a professional online identity for individuals and organizations across digital platforms.

**Credits: 3**

### **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: 3**

### **CSE 627 Web 2.0 Tools for Teaching and Learning**

Explores the many web 2.0 tools online and looks at proven ways these tools are used in education. Examines how Web 2.0 tools can be used in meaningful ways, when appropriate, to allow additional collaboration between colleagues, teacher and students and students themselves. Includes hands-on exploration of blogs, wikis, podcasts, screencasts, RSS, social networking, online imaging, online presentation tools and more.

**Credits: 3**

### **CSE 628 Teaching Across the Curriculum Using Geospatial Technologies**

Course will focus on accessing, organizing and analyzing spatial information that allows students to make informed decisions. Participants will prepare and present education-related projects using spatial technologies that focus on how to guide students in using technology to communicate information and ideas. Issues of ethical use and the powers of spatial technologies to persuade, extend communication and inform will be addressed.

**Credits: 3**

### **CSE 629 Web-Based Website Design**

Students will create a professional, business or education-related website using free web-based software, widgets and training. Course emphasizes learning by doing and following best practices for creating user-friendly websites. Designed to train and develop web design skills as well as develop the ability to work with and employ free, online tools. By closely learning one system, students can apply that knowledge and easily integrate with other systems available online.

**Credits: 3**

### **CSE 632 Social and Philosophical Issues in Educational Technology**

Examines educational technology's use and impact from cultural and philosophical perspectives. Through writing, students connect larger cultural and philosophical issues of educational technology to their own teaching practice.

**Credits: 3**

### **CSE 655 Internship in Information Technology**

Allows students the opportunity to observe and participate with professionals working with technology in an educational setting. Activities might include designing and

developing educational materials, providing technical support to educators, developing technical support materials or providing technical support to students. Activities will occur under the supervision of or in collaboration with, a working professional.

Eligible for the RP grade option.

**Credits: 3**

### **CSE 660 Video Production I**

Principles and practices of digital audio and video production and editing for instructional environments. Will develop skills for video production, examine ways to infuse video into educational contexts and evaluate its potential for the improvement of teaching and learning. Project-based course taught through a combination of lecture, discussion, demonstration and hands-on practice.

**Credits: 3**

### **CSE 666 Photoshop for Educators**

Introduces the basics of Photoshop with a focus on using the program for design. We will learn to select and copy or cut portions of an image to add to a different image, learn to work with text, learn to use filters and special effects and much more. Lots of time for hands-on-work.

**Credits: 1**

### **CSE 667 Making Video Accessible**

Focus on making video accessible via captioning and audio description, with particular emphasis on captioning. Students discuss and try out different captioning tools, discuss captioning best practices, review potential classroom applications and caption videos they have made or would like to use in their classes.

**Credits: 1**

### **CSE 669 Screencast Basics & Best Practices**

Focus on best practices for planning and creating screencasts. Students will use several different types of software

and discuss audio quality, scripting, captioning, etc.

**Credits: 1**

### **CSE 670 Teaching Content with Technology: Secondary**

Examines technology tools for teaching specific content knowledge at the middle/high school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking and developing understanding. Includes skills for evaluating and using technology tools to design educational materials that teach targeted content. Course will focus on a specific content area: math, science, social studies, language arts, health, P.E., ESOL/foreign language. May be repeated for credit, if content is different.

**Credits: 1**

### **CSE 671 Teaching Content with Technology: Elementary**

Examines technology tools for teaching specific content knowledge at the elementary school level. Explores effective uses of technologies for presenting content, promoting collaboration, encouraging critical thinking and developing understanding. Includes skills for evaluating appropriate use of technology with young students. Course will focus on specific content areas each term.

May be repeated for credit, if content is different.

**Credits: 1**

### **CSE 680 Communication Theories**

Examination of theoretical models of communication and their application to various technologies of communication (e.g., print, video, motion picture film, etc.) to enhance training and instruction.

**Credits: 3**

### **CSE 681 Writing Grants for Technology**

Course will expose students to the

many sources available for funding technology in educational settings. Students will learn to locate grant opportunities, understand the proposal process and develop a well-written grant proposal.

**Credits: 1**

### **CSE 683 Managing Technology in the Classroom**

Explores classroom management issues surrounding the use of technology in the classroom. Students will learn how to set up activities and classroom spaces to maximize productive time with technology. They will learn tips and tricks for managing technology and students in both the classroom and the computer lab.

**Credits: 1**

### **CSE 684 Creating Web-Based Tutorials**

Explores a variety of ways for delivering web based instruction using available freeware software and commonly used Microsoft Office products. Students will create and design tutorials using text, audio, images, screen captures, screen casting, animation, wikis and course-authoring products.

**Credits: 1**

### **CSE 685 Assessment Tools**

Explores the use of assessment to make informed instructional decisions at the classroom, program, school and district level. The difference between formative and summative assessment and the appropriate use of each will be examined. Students will apply the concepts learned to make informed instructional decisions based on available online assessment resources.

**Credits: 1**

### **CSE 686 Emerging Information Technology**

Study of current and emerging information systems from a philosophical and practical perspective. The origins, storage, transmission and retrieval of

information will be explored, as well as the technologies that assist these activities.

**Credits: 3**

### **CSE 687 Mobile Technologies in Education**

Explores ways to use mobile devices for educational purposes in the classroom. Students will learn how to locate and evaluate educational applications to download on their devices and use these applications effectively with students in their classes. They will develop educational content such as podcasts and movies that can be played on mobile devices and will learn to program their own simple iPhone applications.

**Credits: 1**

### **CSE 688 Video Games and Learning**

Introduces educators to principles of learning found in video and computer games. Explores the use of video and computer games in teaching. Develops and expands students' understanding of the educational use of video and computer games through a series of readings, presentations, lab work, demonstrations, small group projects and independent exploration.

**Credits: 1**

### **CSE 689 Creating Electronic Portfolios**

Explores methods of showcasing best works in digital format. Focus on processing documents in a variety of formats so that they can be displayed digitally in a standard format appropriate for universal viewing, such as PDF. Attention to design and display of information.

**Credits: 1**

### **CSE 690 Digital Photography and Photo Editing**

Provides background and skills in digital photography for educators and school media specialists. Students will explore standard functions available

on digital cameras, including macro focusing, copy stand work, field photography and QuickTime movies. Also covers digital photo editing, photo file management and image enhancement, including publishing to the web and importing to documents.

**Credits: 1**

### **CSE 691 Digital Storytelling**

Hands-on experience writing, shooting, editing and publishing short videos using simple video-editing tools. Students will learn how to work with video in a classroom setting and will explore a variety of inexpensive and free online tools.

**Credits: 1**

### **CSE 692 Learning Objects**

Explores the advantages and disadvantages of reusable educational content known as learning objects. Using web searches and exploration of learning object repositories, students will locate and evaluate free and inexpensive learning objects in a variety of content areas. They will learn to download and insert objects within educational materials such as websites, online courses or digital tutorials.

**Credits: 1**

### **CSE 693 Making Music with Digital Tools**

Explores free and inexpensive tools for creating, editing and publishing music digitally. Students will create musical pieces and use them in a variety of media such as video, websites, podcasts and exploration of effective ways to incorporate music in the classroom.

**Credits: 1**

### **CSE 694 Blogs in Education**

Explores uses of blogs in education, focusing on creating blogs for both teaching and professional development. Students will learn to create blogs using a variety of free blogging tools, add media to blogs, market their blogs, communicate with parents, students, colleagues and professionals via blogs, teach with



blogs and embed blogs in their websites.

**Credits: 1**

### **CSE 695 Collaboration Tools**

Explores methods for using wikis and other web tools to teach collaboration skills in the classroom, for promoting collaboration in online classes and for participating in professional collaborations. Develops skills for creating and maintaining educational wikis and other tools.

**Credits: 1**

### **CSE 696 Podcasts and Vodcasts**

Focuses on developing skills for creating podcasts and vodcasts using free or inexpensive tools. Students will also locate high-quality educational podcasts available through a variety of online sources and explore uses of podcasts and vodcasts in education.

**Credits: 1**

### **CSE 697 Creating a Personal Learning Environment**

Students will learn how to develop their own personal learning environment by creating connections to valuable educational resources and relevant content area experts; utilize tools such as RSS and aggregators to bring these resources directly to their desktops; develop skills for maintaining a constantly updated connection with breaking news within their disciplines; and will learn to become active participants by sharing their own expertise.

**Credits: 1**

### **CSE 698 Special Topics in Educational Technology**

An in-depth study of a special topic in educational technology, to be identified as the need arises. May be repeated for credit, if content is different.

**Credits: 1**

### **CSE 699 Advanced Research Study (International)**

Course is reserved for international

students completing a final thesis, project, portfolio or studying for comprehensive exams. All other coursework in master's degree program must be completed.

May be repeated four times for credit.

**Credits: 3**

### **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.

**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 cybercrime

investigation and enforcement program. Through writing in this capstone course, students will be required to create a final research paper at the end of the course that reflects their clear understanding of the relationship between theory and practice in cybercrime investigation and enforcement. All students are required to complete this course to graduate in cybercrime investigation and enforcement.

**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.

**Credits: 4**

**Prerequisite:** Practicum experiences are completed during the junior or senior year of study

### **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.

**Credits: 3**

**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.

**Credits: 3**

**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.

**Credits: 3**

**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.

**Credits: 3**

**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 up to 6 credits. Eligible for the RP grade option.

**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**

**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**

**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**

**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**

**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 possess. 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**

**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**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **D 253 Dances That Changed the World**

This course is designed as an introduction to dance styles, forms, customs and performances and examines the role of dance in society.

**Credits: 3**

**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**

**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**

**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**

**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.

**Credits: 2**

### **D 277 Intermediate Hip-Hop - F**

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 - W**

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 - S**

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 - F**

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 - W**

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 - S**

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 - F**

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 - W**

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 - S**

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 - F**

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**

### **D 289 Intermediate Jazz Dance - W**

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 - S**

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 - F**

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 - W**

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 - S**

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 - F**

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 - W**

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 - S**

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 conditioning 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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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

### **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 Group 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**

**Prerequisite:** D 260, D 351 and D 352

### **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 - F**

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 - W**

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 - S**

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 - F**

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 - W**

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 - S**

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**

#### **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

### **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. Eligible for the RP grade option.

**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**

**Foundational Skills:** Critical Thinking

### **EC 201 Introduction to Microeconomics**

Introduction to consumer and producer behavior and the market process. Theories of production, cost and perfectly and imperfectly competitive market structures will be covered as well as the role of the public sector, input markets and contemporary economic issues such as health care and the environment.

**Credits: 4**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **EC 202 Introduction to Macroeconomics**

Introduction to the macroeconomic behavior of the economy. Includes national income accounting, business cycles, growth, recession, inflation, unemployment and monetary-fiscal policies. Current issues in international trade and international finance are covered.

**Credits: 4**

**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 201, MTH 110 or MTH 111, 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 201, MTH 110 or MTH 111, 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 202, MTH 110 or MTH 111, 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 201 and BA 243 or MTH 243

### **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 201 or EC 202

### **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 202

### **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 201 and EC 202

### **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 201 and EC 202 recommended

### **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 201, EC 202, EC 315, and BA 243 or MTH 243

### **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 201, EC 202, EC 315, and BA 243 or MTH 243

### **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 201

### **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 201

### **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 201 and EC 202

### **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 201; MTH 241 or MTH 251 or BA 240; and MTH 243 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 111

### **EC 399 Special Studies**

Terms and hours to be arranged. May be repeated for up to 16 credits. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**Credits: 1-9**

### **EC 407 Seminar**

Terms and hours to be arranged. May be repeated for up to 16 credits. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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 201, EC 202, 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 MTH 243

### **ED 100 Introduction to Education**

Introduction to the historical, cultural and philosophical foundations of our system of American public education. Students will reflect upon and critique their own educational experiences and articulate their own beliefs and values about teaching, learning and schooling. Students will also examine current and historical roles, expectations, stereotypes and characterizations that define teaching as a profession.

**Credits: 3**

### **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: 3**  
**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: 3**  
**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: 3**

### **ED 230 Children's Literature in Diverse Classrooms**

This course is a foundational survey of children's literature and focuses on extensive and intensive reading of

children's literature. Students will explore various genres, authors, illustrators, styles and movements within children's literature as well as resources available for choosing and utilizing quality literature with young people. Course content will consider the historical development of literature for children, literary theory, and current issues and trends in children's literature.

**Credits: 3**  
**Prerequisite:** ED 200 or ED 220 or consent of instructor  
**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: 3**  
**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **ED 232 Health & Safety Practices for the Early Childhood Environment (birth-4th grade)**

Prepares the early childhood educator to meet the physical needs of young children of all abilities through preparation of a safe environment, planned routines and positive experiences in the area of health, safety and nutrition. Focuses on the physical needs of children, child abuse and neglect.

**Credits: 3**

### **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: 3**

### **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: 3**

**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: 3**

**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: 3**

### **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: 3**

### **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: 3**

### **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: 3**

**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: 3**

### **ED 270 Technology in Education**

Explores current applications and concepts of technology to enhance learning, communicating and collaborating for personal and professional growth. Particular emphasis on the use of technology in educational contexts.

**Credits: 3**

### **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: 3**

### **ED 283 Introduction to Observation and Assessment in Early Childhood**

This course is designed to introduce and immerse students in learning authentic observation and assessment techniques in early childhood settings (birth-8years). In addition, students will learn how to interpret and use what data they have gathered to help inform their practice as teachers, in making decisions regarding curriculum, program planning, and individual student planning. A critical dimension of this course is to expand student knowledge and build skills in understanding the diversity of young children and families, and the importance of using that diversity to enhance observations and assessments.

**Credits: 3**

## **ED 285 Introduction to Families**

This course introduces students to the study of the structure and function of families, and the impact on individual family members. Theories of the study of the family will be surveyed, and applications to the teacher/family relationship will be explored. Contemporary challenges for families and implications for teachers will be researched and discussed.

**Credits: 3**

## **ED 301 Introduction to Chicano/a Studies**

An introductory course designed to assist students from diverse cultural and experiential backgrounds in addressing and understanding their heritage within the American society. Focus on Chicano/a history in the United States beginning with Spanish colonization and continuing with present day issues of assimilation and acculturation.

**Credits: 3**

## **ED 302 Multicultural Education and the American Experience**

Designed to assist students from diverse socioeconomic, cultural and experiential backgrounds in addressing the personal, social, academic, financial and campus climate issues within a multicultural context.

**Credits: 3**

## **ED 312 Students, Teachers, Schools and Society**

Prepares educators to serve students from diverse socio-economic, cultural and experiential backgrounds in addressing personal, social, academic, financial and campus climate issues within a multicultural context.

**Credits: 3**

## **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 325 Elementary Science Methods**

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: 3**

**Prerequisite:** GS 325 with a grade of C or better

## **ED 340 Standing on the Shoulders of Giants: History & Theories of Early Childhood Education**

This undergraduate course will explore the history of early childhood education (birth-8years) and pioneers of the field from the 18th century to present day, and how theories and knowledge of early childhood have evolved over time and influenced current practices in classrooms and schools. Early childhood pioneers focused on in this course will include John Locke, Friedrich Froebel, Maria Montessori, Jean Piaget, and others.

**Credits: 3**

## **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**

## **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**

## **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: 3**

**Prerequisite:** HST 201 or HST 202 or HST 203; and GEOG 105 or GEOG 106 or GEOG 107

## **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: 3**

**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**

**Prerequisite:** ED 373, MTH 211, MTH 212, MTH 213 and MTH 396 (may be taken concurrently)

### **ED 357 Approaches to Early Childhood Education: Montessori, Reggio Emilia, & Waldorf**

#### **Critical Issues in Early Childhood**

This undergraduate course examines the curriculum and practices from three major early childhood approaches: Montessori, Reggio Emilia, and Waldorf. Learning materials, teaching strategies, and philosophies will be compared. Visits to early childhood schools to see the approach in practice and presentations by teachers will supplement this course.

**Credits: 3**

### **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 369 Critical Issues in Early Childhood**

This course is designed to expose students to the historical and trending critical issues in the field of early childhood, with a focus on issues related to birth-5years. Students will explore contemporary reconceptualizations of early childhood education as well as the socio-political influences which frame early childhood practice today. Students will be exposed to and invited to reflect upon diverse experiences in early childhood classrooms (relating to culture, gender, sexuality, voice, choice). Students will reflect and discuss critical issues in a focused effort to improve their personal and professional identities as early childhood practitioners.

**Credits: 3**

### **ED 373 Introduction to Curriculum and Assessment**

Supports the development of instructional strategies and the means to create assessments, analyze data and evaluate instruction in various classroom settings using the framework of teacher work sampling. The basics of unpacking standards, developing goals and objectives in lesson planning, instructional methods, assessment planning and differentiation are introduced.

**Credits: 3**

**Prerequisite:** 6 Credits of ED coursework; junior standing or above

### **ED 374 Teaching 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: 3**

**Prerequisite:** ED 230 or ED 240 or ED 248

### **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 385 Infant and Toddler Observation and Assessment**

This course focuses on knowledge and application of various techniques for observing and recording behavior of very young children (birth to 3-years old) at home and in early education and care settings, from diverse cultures and with varied learning needs. Exploration of both formal and informal ways of presenting information to families is also included. The students will explore both quantitative and qualitative approaches to evaluation and assessment. Students will gain an understanding of appropriate strategies for conducting, reporting, and decision making related to specific functions of assessment for infants and toddlers. Students will become competent in the use of authentic assessment strategies to describe a child's learning strengths and needs.

**Credits: 3**

**Prerequisite:** Sophomore standing

### **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 introduced 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 Seminar**

Terms and hours to be arranged. May be repeated for up to 12 credits.

**Credits: 1-15**

### **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. Eligible for the RP grade option.

**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 413 EC Studies-International Clinical Practice-I**

This 4-credit course is the first of a three-term sequence (ED 413, 414, 415) of clinical practice courses. Focus will be on both exploring the concept of professionalism as it relates to early childhood educators, and an introduction to clinical practice work. Students will spend time in the field observing and documenting classroom environments in inclusive early childhood settings. Students will gain practice observing young children in EC environments, assessing early childhood environments, and reflecting on their own bias and preconceived ideas/beliefs about young children and environments that support their learning.

**Credits: 4**

**Prerequisite:** Acceptance into the EC Studies program, and be part of the

international cohort from Tianhua.

### **ED 414 EC Studies-International Clinical Practice-II**

This is the second in a series of 3-clinical practice courses (ED 413, 414, 415) for Early Childhood Studies-international students. The intention of this course is to provide the students with beginning practical teaching and assisting experience in a professional early childhood setting. Students will work in an inclusive early childhood setting with children ages 3-to-5 years. All students will be placed with experienced and qualified teachers, 2-3 students per classroom. All classrooms demonstrate the Head Start philosophy and the importance of developmentally appropriate practices and student preparation for kindergarten. Students will receive instruction through observation and guidance from an on-site clinical teacher and a Western Oregon University faculty supervisor.

**Credits: 4**

**Prerequisite:** ED 413 and admission to the EC Studies professional program

### **ED 415 EC Studies-International Clinical Practice-III**

This is the third in a series of clinical practice courses for Early Childhood Studies-international candidates. The intention of this course is to provide the student with practical teaching and assisting experience in a professional preschool setting. Students will complete a practicum in an inclusive setting with students aged 3 years to 5 years. All students will be placed with experienced and qualified teachers, 2-3 students per classroom. All classrooms demonstrate the Head Start philosophy and the importance of developmentally appropriate practices and student preparation for kindergarten. Students will receive instruction through observation and guidance from an on-site clinical teacher and a Western Oregon University supervisor. In addition, students will take part in reflective practice with their WOU supervisor.

**Credits: 5**

**Prerequisite:** ED 414 and acceptance into the EC Studies program



## **ED 417 Cooperative Learning**

Materials from Johnson and Johnson, Dishon and Wilson-O'Leary, Samples, Huggins, Schmuck and Schmuck and Stanford and others are presented, modeled and integrated into a personal frame of reference. Cooperative learning strategies are modeled in all elementary curriculum areas.

**Credits: 3**

## **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: 3**

## **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 420 Global Perspectives in Early Childhood Education**

This course introduces students to topics in early education from a global perspective. A comparison of current educational policy and methods in various global settings is designed to increase intercultural competence for future teachers. Contexts and perspectives in educational practice around the world will be studied.

**Credits: 3**

**Prerequisite:** Junior level or above  
**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

## **ED 421 Technology Integration**

Explores operations and concepts of basic technology to enhance personal and professional growth and productivity and integration of technology into classroom planning, instruction and assessment.

**Credits: 3**

## **ED 425 Early Childhood Policy and Advocacy**

This course will give an overview of the policy and laws that influence early childhood education today. Students will gain insight into trends regarding topics such public pre-K, teacher qualifications/licensure, QRIS, and accreditation. Students will gain proficiency collaborating with local/state/federal agencies, understanding which agencies impact early childhood, and advocating for early childhood priorities.

**Credits: 3**

**Prerequisite:** Junior or senior standing

## **ED 427 Professional Development: Early Childhood Studies Capstone**

A culminating course devoted to analyzing and synthesizing knowledge and skills gained through the Early Childhood Studies major as it applies to early childhood education. Students will examine teaching and learning through core studies and preparation for their final portfolio.

**Credits: 3**

## **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**

## **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**

## **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 441 Video Production**

Explores the fundamentals of the camera system, illumination, electronic video recording, audio recording and set design. Each student will produce two short video projects outside the studio and will participate in at least one group studio color production.

**Credits: 3**

## **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: 3**

## **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: 3**

## **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: 3**

## **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**

## **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 449 Observation and Assessment of the Young Child**

Measurement theory, observation, screening and assessment practices,

familiarization with selected instruments, legal and ethical guidelines for assessing young children ages birth through 4th grade in inclusive settings. Assignments will be tied to student teaching experiences.

**Credits: 3**

## **ED 450 Methods for Classroom Management**

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: 3**

## **ED 457 The Parent-Educator Partnership**

Explores the role of the parent in the educational process, the special needs that may affect the family and models of parenting and parent involvement. Simulation techniques will be used to develop interaction skills.

**Credits: 3**

## **ED 461 Differentiating Instruction for Diverse Learners**

Focus on identification of students' skills, readiness levels, interests and learning styles and the exploration of teaching techniques and resources that respond to their unique needs. Preservice teachers explore aspects of teaching that promote an inclusive classroom.

**Credits: 3**

## **ED 462 Encouraging Discouraged Children**

Ideas from Dreikurs, Adler, Ellis, Glasser and other theorists are examined with a goal of applying these ideas in the classroom and/or home. Focus on the concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of this class.

**Credits: 3**

## **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**

**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 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 477 Literacy at the Middle Level**

Promotes reading/literacy in middle school and upper grades of elementary school. Emphasis will be on the reading/literacy process, content area literacy goals and strategies, importance of recreational reading, assessment of reading growth and new trends and materials for a balanced literacy approach.  
**Credits: 3**

### **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 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 English language learners at different proficiency levels to access grade-level content while developing skills in academic and social language.  
**Credits: 3**  
**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **ED 482 Foundations of ESOL/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: 3**  
**Prerequisite:** ED 481

### **ED 483 Culture, Community and the ESOL/Bilingual Classroom**

Explores the concept of culture and its manifestation in society, the community and the classroom. Examines the research literature and provides a theoretical foundation for understanding how cultural groups and students' identities affect the educational process and the classroom climate.  
**Credits: 3**  
**Prerequisite:** ED 481

### **ED 484 First and Second Language Acquisition and Educational Linguistics**

Course explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education.  
**Credits: 3**  
**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 486 First and Second Language Approaches to Teaching Subject Matter in Secondary Schools**

Focuses on planning for instruction bilingually or by language groups. Assessment of student need as well as strategies and approaches for managing bilingual/multicultural instruction will be explored.  
**Credits: 3**

### **ED 487 Alternative Secondary Curricula & Materials for Second Language Learners**

Emphasis on the study of alternative curriculum patterns and materials that are conducive to the second language learner's achieving expected learner outcomes needed for course completion and high school graduation.  
**Credits: 3**

### **ED 488 Culture and Community in ESOL/Bilingual Classrooms: Latin America**

Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as building partnerships with families. Students participate in relevant experiences in an international context that provides an intensive cultural component. Practicing teachers and those preparing to become teachers develop cultural, linguistic and historical understanding through an immersion experience.  
**Credits: 3-4**

### **ED 491 Curriculum Models, Instructional Approaches and Assessment Strategies for Emergent Bilinguals**

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

**Credits: 3**

**Prerequisite:** ED 481. In addition, students must pass two of the following three courses: ED 482, ED 483, ED 484

### **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 493 Bilingual/Multicultural Teaching Methods in Content Area Instruction**

Focuses on teaching of content area in dual language mode. Instructional language grouping and dual language content activities will be presented.

**Credits: 3**

### **ED 494 Diagnosis and Prescription in Native Language Instruction-Elementary**

Assessment, instructional programming and materials in providing native language reading instruction to the non- and limited-English proficient students will be addressed.

**Credits: 3**

### **ED 495 Diagnosis and Prescription in Basic Skills for LEP Students**

Assessment, instructional techniques and materials in basic skills in a bilingual classroom setting.

**Credits: 3**

### **ED 496 Cross Disciplinary and Advanced Teaching Strategies**

Promotes interaction among students, discussions regarding integrated methodology and exploration of professional opportunities for middle and high school teachers. Focus will be on group processes in the development of integrated multidiscipline approaches, including service-learning.

**Credits: 3**

### **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 519 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. Students will be required to complete additional assignments, readings, and take on leadership roles within the course.

**Credits: 3**

### **ED 520 Global Perspectives in Early Childhood Education**

This course introduces students to topics in early education from a global perspective. A comparison of current educational policy and methods in various global settings is designed to increase intercultural competence for future teachers. Contexts and perspectives in educational practice around the world will be studied.

Students will be required to complete additional assignments, readings, and take on leadership roles within the course.

**Credits: 3**

### **ED 525 Early Childhood Policy and Advocacy**

This course will give an overview of the policy and laws that influence early childhood education today. Students will gain insight into trends regarding topics such public pre-K, teacher qualifications/licensure, QRIS, and accreditation. Students will gain proficiency collaborating with local/state/federal agencies, understanding which agencies impact early childhood, and advocating for early childhood priorities. Students will be required to complete additional assignments, readings, and take on leadership roles within the course.

**Credits: 3**

### **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: 3**

### **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: 3**

### **ED 544 Content Area Literacy**

This course will focus on content area literacy, with special emphasis on adolescent literacy at the secondary level. Content Area Literacy is a research-based course on the use of language for thinking, problem solving and communicating across subject areas. This course includes best-practice teaching strategies that will enable all students to become independent thinkers. Refinement of specific reading, writing, listening, and speaking strategies will be applied to lesson planning and implementation in field experience teaching. This course will pay special emphasis to the literacy standards across content areas as outlined by the Common Core State Standards, as well as placing an emphasis on the development of Academic Language Teaching Competencies.

**Credits: 3**

**Prerequisite:** Acceptance into the MAT program

### **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 548 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 549 Observation and Assessment of the Young Child**

Measurement theory, observation, screening and assessment practices, familiarization with selected instruments, legal and ethical guidelines for assessing young children ages birth through 4th grade in inclusive settings. Assignments will be tied to student teaching experiences.

**Credits: 3**

### **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 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 579 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 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 588 Culture and Community in ESOL/Bilingual Classrooms: Latin America**

Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as well as building partnerships with families. Students participate in relevant experiences in an international context that provides an intensive cultural component. Practicing teachers and those preparing to become teachers develop cultural, linguistic and historical understanding through an immersion experience.

**Credits: 3-4**

### **ED 603 Thesis, Professional Project or Field Study**

Terms and hours to be arranged.

Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**Credits: 3**

### **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. Eligible for the RP grade option.

**Credits: 3**

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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: 3**

### **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: 3**

### **ED 612 Quantitative Research in Education**

Methods, techniques and tools of research. Development of a proposal for a study and development of the criteria and methods for reading and evaluating research.

**Credits: 3**

### **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 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 615 Critical Inquiry Into the Foundational Narratives of Schooling**

This course examines the foundational narratives that give meaning to the modern school experience. Historical, philosophical and societal narratives of schooling are analyzed in an attempt to better understand not only the workings of the American school system but also our lived experience as learners and teachers within the public school.

**Credits: 3**

**Prerequisite:** Acceptance to M.A.T.: Initial Licensure Program

### **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 617 Professional Inquiry in Education**

Through researching an area or problem of interest students utilize data literacy as a tool for education improvement and action planning.

**Credits: 3**

**Prerequisite:** ED 633

### **ED 618 Teaching for Equity, Justice, and Agency**

Enables teacher candidates to increase awareness of student diversity in P-12 settings. Explores multiple theories and models to inform and apply pedagogical frames in order to differentiate instruction and enhance learning opportunities.

**Credits: 3**

**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 620 Technology Integration**

Explores operations and concepts of basic technology to enhance personal and professional growth and productivity and integration of technology into classroom planning, instruction and assessment.

**Credits: 2**

**Prerequisite:** Acceptance to Master of Arts in Teaching program

### **ED 621 Teacher as Researcher: Action Research**

An introduction to the basic philosophy and methods of action research in schools. Students will learn how to conduct action research to help them make effective decisions about their teaching.

**Credits: 3**

**Prerequisite:** Acceptance to M.A.T.: Initial Licensure Program

### **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: 3**

### **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: 3**

### **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: 3**

### **ED 625 Classroom Discipline and Management**

Design, implementation and evaluation of all phases of effective classroom management. Special attention will be devoted to student motivations in a variety of settings and inclusive of all students.

**Credits: 3**

**Prerequisite:** Acceptance to M.A.T.: Initial Licensure Program

### **ED 627 Assessment of Teaching & Learning**

Development, administration and interpretation of curriculum aligned tests in the work sample methodology. Also, acquired knowledge in test construction, standardized testing and the use of data in formative/summative assessment design.

**Credits: 3**

**Prerequisite:** Acceptance to M.A.T.: Initial Licensure Program

### **ED 628 Teaching Writing Across the Disciplines**

Explores best practices for teaching writing (including narrative, information and argumentative texts) under the Common Core State Standards for elementary, middle and high school teachers. Implementation, analysis, and critical review of the Common Core State Standards and Smarter Balanced Assessment are included.

**Credits: 3**

### **ED 629 The Classroom Teacher-Counselor**

Focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance and means of incorporating these factors in a practical, functional classroom program.

**Credits: 3**

### **ED 630 Culturally and Linguistically Diverse Students in the Schools**

Focus is on the influence of linguistic and cultural diversity on the learning process and classroom dynamics.

**Credits: 3**

### **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: 3**

### **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: 3**

### **ED 634 Qualitative Research in Education**

Presents the substance of qualitative research as well as the methods. By examining the traditions and theories of qualitative research, students will explore the principal methods, research techniques and critical issues, applying their knowledge to

their own research plans.

**Credits: 3**

**Prerequisite:** ED 612

### **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 explore possible solutions and interventions.

**Credits: 3**

**Prerequisite:** ED 633

### **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: 3**

### **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. May be repeated for credit.

**Credits: 3**

### **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 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 The Whole Child: Metaphors of Learning and Development**

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: 3**

### **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 646 Philosophy of Education**

A study of philosophical assumptions and their implications on the

fundamental issues and practices of American education.

**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: 3**

### **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: 3**

### **ED 650 Observation and Assessment of the Young Child**

Measurement theory, observation, screening, and assessment practices, familiarization with selected instruments, legal and ethical guidelines for observing and assessing young children preschool (pre-K) through 4th grade in inclusive settings.

**Credits: 3**

### **ED 651 Content Area 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: 3**

**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 653 Social Studies as Humanities: The Middle School Classroom**

This course is uniquely geared towards teaching social studies in the middle school (grades 6-8). The course explores methods for teaching social studies as humanities through a variety of literacies that promote inquiry, collaboration, encourage critical thinking, and develop understanding.

**Credits: 3**

**Prerequisite:** Must be a graduate student; preference to MSSED students

### **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: 3**

### **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: 3**

### **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: 3**

### **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: 3**

### **ED 660 Contemporary Foundations of Education**

A study of how historical, sociological, philosophical events and research have influenced the contemporary role of the teacher in the classroom.

**Credits: 3**

### **ED 661 Teaching Global & Diversity Perspectives in Social Studies**

This course will examine the major issues, practices, and controversies

surrounding global and multicultural perspectives in social studies education. Students enrolled in the course will become conversant in these topics and develop appropriate and effective strategies for helping K-12 students develop a global and multicultural perspective.

**Credits: 3**

**Prerequisite:** Must be graduate student; preference to MSED students

### **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 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 666 Middle Level Literacy**

Study of methods and research appropriate for teaching literacy in middle schools. Emphasis is placed on diagnostic and assessment of literacy development.

**Credits: 3**

### **ED 667 Supporting Language and Literacy Development**

Will learn theories of language acquisition, functions of language and the role of culture and power in developing language; recognize the importance of oral language to the development of successful reading and writing; and demonstrate qualities of teacher as language researcher.

**Credits: 3**

### **ED 668 Assessment & Reading Instruction**

Explores current research and best practices in literacy assessment. Content includes diagnostic, formative and summative assessments to determine students' literacy strengths and needs, as well as how to plan and carry out effective instruction to advance the language and literacy development of all learners.

**Credits: 3**

**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 670 Middle Level Curriculum and Instruction**

The philosophical and historical foundations of middle level schools are considered. Students will examine middle level curriculum and instruction.  
**Credits: 3**

## **ED 671 Middle Level Learning**

Graduate seminar focused on teaching and learning in the middle grades (6-8). Content includes common behavioral, psychological and social perspectives on learning; social and emotional development.  
**Credits: 3**

## **ED 672 Literacy Leadership Practicum**

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: 3**

## **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 675 Technology Applications in STEM**

Provides opportunities to learn STEM appropriate technology, enhance educator's expertise in integrating technology while teaching STEM and examining the role technology plays in student of learning of STEM content. Offered online or hybrid.

**Credits: 3**

## **ED 676 Environmental STEM Education**

This course examines environmental literacy, the history, goals, and impact on student learning of Environmental Education (EE), and the connections to Science, Technology, Engineering and Mathematics (STEM) education. Environmental STEM education in schools, programs, resources and curricula (national and local) in formal and non-formal settings are critically examined. Environmental science issues are used to develop environmental STEM education curriculum plans and materials. Field trip to a local environmental STEM education site is required.

**Credits: 3**

## **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: 3**

## **ED 678 STEM Education For All**

Provides students with a broad

perspective on topics related to equity, diversity and inclusion in STEM. Students explore culturally responsive strategies in associated with STEM education and research on current status of equity in STEM.

**Credits: 3**

## **ED 680 Psychology of Reading Instruction**

An advanced course in the teaching of reading. Fundamental nature of the reading process and the causes of difficulty in learning to read. An examination of current issues in teaching children to read.

**Credits: 3**

## **ED 681 Principles and Practices of ESOL and Bilingual Education**

This course explores the foundational principles of inclusive education for emergent bilingual students. Topics include principles of second language learning, instructional practices that support emergent bilinguals 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: 3**

## **ED 682 Sociopolitical Foundations of ESOL/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: 3**

## **ED 683 Fostering Cultural and Community Connections in the ESOL/Bilingual Classroom**

Explores the concept of culture and its manifestation in society, the community and the classroom. Strategies to maximize learning using cultural and community resources, as

well as to build partnerships with families, are addressed.

**Credits: 3**

### **ED 684 Language Acquisition and Educational Linguistics in the ESOL/Bilingual Classroom**

Explores current theory and research in first and second language acquisition and issues in linguistics applied to ESOL/bilingual education. Topics in language acquisition include historical and current theories, developmental stages, as well as the factors that influence learning an additional language.

**Credits: 3**

### **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

### **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: 3**

### **ED 690 STEM Educational Leadership**

This course examines the role of the STEM education leader in both formal and nonformal settings as recommended by research and professional organizations. Using STEM education research students will explore the historical and socio-political contexts for the current emphasis on STEM education, and how it is being interpreted and implemented in different educational

settings, at the local, regional, and national level. Studying STEM education goals, issues, trends, policies, instructional practices, student outcomes, curriculum, and the creation of STEM equity learning environments are included. Students will analyze and plan for best practices in STEM professional learning opportunities.

**Credits: 3**

**Prerequisite:** Course must be completed before enrolling in ED 609, Practicum: STEM Leadership

### **ED 691 Curriculum, Instruction and Assessment Strategies for Emergent Bilinguals**

Examines current curriculum models, materials, teaching approaches and assessment techniques that maximize the academic achievement of English language learners.

**Credits: 3**

### **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 693 Teaching Reading Across the Disciplines**

Explores best practices for teaching reading (including literature, informational text and reading across the curriculum) under the Common Core State Standards for elementary, middle and high school teachers. Implementation, analysis, and critical review of the Common Core State Standards and Smarter Balanced Assessment will be included.

**Credits: 3**

### **ED 694 Assessment of English Language Learners**

Focus on assessing English language learners in K-12 public school programs. Assessment principles are taught in a context of language acquisition theories, pedagogical methods, cultural appropriateness and the legal framework for English language learners in public education.  
**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: 9**

**Prerequisite:** Acceptance to M.A.T.: Initial Licensure Program

### **ENG 199 Special Studies**

For specialized topics not otherwise in catalog. Terms and hours to be arranged.  
May be repeated for up to 12 credits, if content is different.

**Credits: 1-12**

### **ENG 399 Special Studies**

An in-depth study of a special topic in English areas as identified in the online course offerings.  
May be repeated for up to 8 credits, if content is different.

**Credits: 4**

**Prerequisite:** Completed General Education writing requirement

### **ENG 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

### **ENG 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**

**Prerequisite:** Completed General Education writing requirement

### **ENG 409 Internship**

Terms and hours to be arranged.  
May be repeated for up to 8 credits, if content is different.  
Eligible for the RP grade option.

**Credits: 1-8**

### **ENG 498 Senior Capstone**

Provides guidance in producing and assembling the senior capstone portfolio required of majors in English Studies, all tracks.

Eligible for the RP grade option.

**Credits: 1**

### **ENG 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**

### **ENG 606 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: 1-15**

**Prerequisite:** Consent of instructor

### **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 211 (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: 3**

### **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: 3**

### **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: 3**

**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**

### **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: 3**

**Prerequisite:** ENT 320 or consent of instructor

### **ES 104 Exploring the Physical Earth**

The introductory Earth System Science courses at WOU integrate fundamental concepts of chemistry, physics, and geology to study how the Earth operates as a system. This course focuses on the solar system, the processes driven by the interior of Earth, including plate tectonics, earthquakes, volcanism, and introduction to study of Earth materials. 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

**Exploring Knowledge:** Scientific Perspectives

### **ES 104L Lab: Exploring the Physical Earth**

To be taken concurrently with ES 104.

**Credits: 0**

**Corequisite:** ES 104

### **ES 105 Discoveries in Earth Science**

This course emphasizes critical thinking through the lens of scientific discoveries that have advanced human knowledge of planet Earth, our home. Included in this framework are investigations of Earth's place in the Universe, age of the Earth, development of the plate tectonic theory, 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

**Foundational Skills:** Critical Thinking

### **ES 105L Lab: Discoveries in Earth Science**

To be taken concurrently with ES 105.

**Credits: 0**

**Corequisite:** ES 105

### **ES 106 Exploring the Oceans and Atmosphere**

The introductory Earth System Science courses at WOU integrate fundamental concepts of chemistry, physics, and geology to study how the Earth operates as a system. 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. 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

**Exploring Knowledge:** Scientific Perspectives

### **ES 106L Lab: Exploring the Oceans and Atmosphere**

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**

**Corequisite:** ES 201L

**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

**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

**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:** Introductory geology course (may be taken concurrently) or consent of instructor

**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 304 Survey of the Fossil Record**

Explores the 4 billion year fossil record of life on earth. Survey of the diversity of fossil forms and the criteria used to distinguish fossils, evolution of increasingly complex forms of life. Course emphasizes concise and precise writing and critical thinking skills. Two hours of lecture and two hours of laboratory weekly.

**Credits: 3**

### **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 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 201 and ES 202 or consent of instructor

### **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**

**Prerequisite:** ES 104, ES 201, or consent of instructor

**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**

**Prerequisite:** ES 202, GEOG 105, GEOG 240 or consent of instructor  
**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**

**Prerequisite:** ES 202 and GEOG 105 or consent of instructor

### **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 351 Geology for Educators**

Introduces future teachers to approaches for using the Earth as a natural laboratory to examine scientific issues of societal concern, including the dynamic processes that shape the Earth, its landscapes and its climate. Emphasizes hands-on learning and modern approaches for using Earth science concepts in the classroom. Will be taught in alternating winter quarters.

Two hours of lecture and two hours of laboratory.

**Credits: 3**

**Corequisite:** ES 351L

### **ES 351L Lab: Geology for Educators**

To be taken concurrently with ES 351.

**Credits: 0**

**Corequisite:** ES 351

### **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 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. Eligible for the RP grade option.

**Credits: 1-15**

### **ES 406 Special Individual Studies**

Terms and hours to be arranged. May be repeated for up to 16 credits. Eligible for the RP grade option.

**Credits: 1-15**

### **ES 408 Workshop**

Terms and hours to be arranged. May be repeated for up to 16 credits. Eligible for the RP grade option.

**Credits: 1-15**

### **ES 420 Medical Geology**

Focus on the emerging specialty discipline of medical geology, the study of the effect of geological phenomena on animal and human health. The public health effects of Earth materials and geological processes are well established. Course topics include: introduction to medical geology as a profession, health effects of Earth materials, medical impacts of water quality, biogeochemical interactions and nutrient anomalies, anthropogenic degradation of geological environments, application of geochemistry to environmental health issues, geospatial analysis as a tool in epidemiology, health hazards associated with volcanic eruptions, global dust flux and respiratory problems, impacts of radon-arsenic-selenium-mercury-iodine on physiological function, carcinogenic associations with coal and fibrous minerals, geological effects on animal health, and geophagy (human ingestion of soil materials as a dietary supplement).

**Credits: 4**

**Prerequisite:** Consent of instructor or one of the following: ES 104, ES 105, ES 106, ES 201, ES 202, or ES 203  
**Integrating Knowledge** Science,

Technology, and Society

### **ES 431 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:** ES 203 or consent of instructor

### **ES 450 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 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 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 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.

Eligible for the RP grade option.

**Credits: 1-9**

### **ES 460 Energy and Mineral Resources**

Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin and distribution. Also considers extraction, treatment, uses and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years.

**Credits: 3**

**Prerequisite:** Introductory geology course or consent of instructor

### **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.

Eligible for the RP grade option.

**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 201 and 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:** ES 201 and ES 202 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:** ES 201 and ES 202 or consent of instructor

### ES 491 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.

**Credits: 4**

**Prerequisite:** ES 203 or consent of instructor

### 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 Geology

Description and interpretation of sedimentary lithology, textures and structures, primarily at the thin section, hand sample and outcrop scale; the principles of transport/depositional processes; techniques of sedimentary analysis; sedimentary environments; and facies models.

Four hours of lecture and active learning. Required field trips.

**Credits: 4**

**Prerequisite:** ES 450 and either ES 431 or ES 491 or consent of instructor; should be taken during the student's senior year and requires a significant pre-existing geological knowledge base

### ES 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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**Credits: 1-9**

### **ES 560 Energy and Mineral Resources**

Focus on the geology of energy and mineral resources in terms of their description, occurrence, origin and distribution. Also considers extraction, treatment, uses and reserves of mineral and energy resources; the historical, economic and social issues involved with certain resources; and the environmental implications of the use and exploitation of resources. Three hours of lecture and active learning per week. Offered alternate years.

**Credits: 3**

**Prerequisite:** Introductory geology course or consent of instructor

### **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.

Eligible for the RP grade option.

**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.

**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**

### **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 238 Teaching Educational Gymnastics**

Designed for physical education and elementary education majors and those in related fields who may teach physical activities to students. Students learn how to perform, teach and spot beginning and intermediate gymnastics and tumbling skills and activities.

**Credits: 2**

### **EXS 239 Movement Education**

Students learn how to teach

movement concepts, fundamental motor skills and physical activity to children. Emphasis on learning developmentally appropriate physical activities for children (K-6), motor skill analysis and assessment, methods for task variation, movement progression development and teaching strategies.

**Credits: 3**

**Corequisite:** EXS 330

### **EXS 240 Dance in Physical Education**

Course provides students with the pedagogical content knowledge for teaching creative and recreational forms of dance within the K-12 physical education curriculum.

**Credits: 3**

### **EXS 241 Teaching Games for Understanding**

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Teaching Games for Understanding model. Various physical activities included that can be part of the TGfU model in physical education.

**Credits: 3**

### **EXS 242 Sport Education Model**

Activity and theory designed to experience, examine and develop a non-traditional curriculum for K-12 physical education following the Sport Education model. Various physical activities included that can be part of the Sport Education model in physical education.

**Credits: 3**

### **EXS 243 Outdoor and Adventure Education**

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 244 Group Exercise Leadership**

Provides students with the pedagogical content knowledge for teaching aerobic fitness and related conditioning activities within the K-12 physical education curriculum and various venues in the fitness industry.

**Credits: 3**

### **EXS 245 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**

### **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 310 Motor Behavior**

Study of principles of motor learning and their influence on the learning, retention and performance of motor skills.

**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**

### **EXS 330 Teaching Elementary Physical Education**

Course provides pre-service physical education specialists with an introduction to the theory and practice of teaching physical education to children. Students will be actively involved in a comprehensive, service-learning, teaching practicum with local home-schooled children throughout the course.

**Credits: 4**

**Prerequisite:** EXS 230, EXS 310 and EXS 371

**Corequisite:** EXS 239

### **EXS 335 Field Experience in Physical Education**

A physical education field-based experience within a K-12 school setting, under the guidance of a cooperating teacher and university supervisor.

**Credits: 1**

**Prerequisite:** EXS 330 and three of the following classes: EXS 239, EXS 240, EXS 241, EXS 242, EXS 243, EXS 244 and EXS 245, and instructor approval

### **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 370 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**

**Prerequisite:** EXS 230, EXS 310 with a grade of C- or better

### **EXS 371 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 234; MTH 105 or MTH 111 (or higher); all prerequisites with a grade of C- or better

### **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 234, BI 235, BI 236, all with a grade of C- or better, EXS 230

### **EXS 375 Athletics: Coaching and Administration**

An examination of the dynamics of personal interaction in athletics; guidance in practice and game organization and conduct; and knowledge of the scope and function of athletic governing bodies as well as current trends and problems in athletics.

**Credits: 3**

### **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 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.

Eligible for the RP grade option.

**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**

**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 430 Teaching Secondary Physical Education**

Current best practices in teaching strategies and teacher effectiveness for secondary physical education with the intent to maximize student learning and physical activity. Development and analysis of teaching skills with a focus on NASPE K-12 content and beginning teacher standards.

**Credits: 4**

**Prerequisite:** EXS 431 and five of the following classes: EXS 239, EXS 240, EXS 241, EXS 242, EXS 243, EXS

244 and EXS 245

**Corequisite:** EXS 431

### **EXS 431 Assessment Strategies In Physical Education**

Examination of assessment and evaluation tools in physical education that gauge student learning in all learning domains. Students will align and embed assessment with instruction in the design and delivery of physical education programs.

**Credits: 4**

**Prerequisite:** EXS 335 and five of the following classes: EXS 239, EXS 240, EXS 241, EXS 242, EXS 243, EXS 244 and EXS 245

**Corequisite:** EXS 430

### **EXS 433 Physical Education in the Elementary School**

Provides elementary classroom teachers with an overview of theory and practice for teaching physical education to children in the elementary school (K-6). Methods for integrating

physical activity with other disciplines.  
**Credits: 4**

### **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 230, EXS 310 and EXS 371

### **EXS 445 Curricular Issues in Physical Education**

Constructing a curriculum for K-12 physical education will be examined from two main perspectives; 1) curriculum as content and 2) curriculum as teacher. Various curricular and instructional models will be explored from a theoretical basis, using the NASPE K-12 content standards as a framework.  
**Credits: 4**  
**Prerequisite:** EXS 430 and EXS 431 and six of the following classes: EXS 239, EXS 241, EXS 241, EXS 242, EXS 243, EXS 244 and EXS 245

### **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 230, EXS 310 and EXS 371 with a grade of C- or better

### **EXS 460 Therapeutic Exercise: Foundations and Techniques**

Advanced study in the development and application of appropriate exercise principles and techniques used in the care and treatment of muscular skeletal injuries.  
**Credits: 2**  
**Prerequisite:** EXS 359

### **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 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 483 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:** EXS 230, EXS 310, EXS 371; and MTH 110 or MTH 111

### **EXS 484 Advanced Topics in Biomechanics**

Examination of research and practice in biomechanics. Discussion and research topics will vary by term.  
**Credits: 4**  
**Prerequisite:** EXS 483 or 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 310 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 370

### **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 498 Internship in Exercise Science**

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.  
**Credits: 4**  
**Prerequisite:** Senior standing; EXS 485; 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 545 Curricular Issues in Physical Education**

Constructing a curriculum for K-12 physical education will be examined from two main perspectives; 1) curriculum as content and 2) curriculum as teacher. Various curricular and instructional models will be explored from a theoretical basis, using the NASPE K-12 content standards as a framework.  
**Credits: 4**  
**Prerequisite:** EXS 430 and EXS 431 and six of the following classes: EXS 239, EXS 240, EXS 241, EXS 242, EXS 243, EXS 244 and EXS 245

### **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 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**

### **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 RWEAC 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 RWEAC 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**

**First Year Seminar:** Writing-focused Seminar

### **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**

**First Year Seminar:** Quantitative-focused Seminar

### **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**

**Foundational Skills:** Communication and Language

### **FR 102 First Year French II**



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

**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

**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**

**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

**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

**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

**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

**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 105 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**

**Exploring Knowledge:** Scientific Perspectives

### **GEOG 106 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**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **GEOG 107 People, Space and Place**

Space and place are fundamental to human experience. Everyone makes and uses space. Everyone lives in place. However, not everyone makes or uses space in the same way or has the same access to, or power over, space. Not everyone is equally empowered to belong in place. This course explores the ways in which space and place are not only fundamental to what people do, but are also part of how social and cultural differences are produced and contested.

**Credits: 4**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **GEOG 199 Special Studies**

Terms and hours to be arranged. A means by which students may earn lower-division credit for research, writing, mapping, discussion, career-related and/or participatory skills. May be repeated for up to 16 credits.

**Credits: 1-6**

### **GEOG 207 Geography and Film**

Considers the use and representation of space, place and landscape in, on and through film. Specific films, filmmakers and topics will vary and may include particular places or types of landscapes and the comparison of films created in different cultural and geographical contexts.

**Credits: 4**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **GEOG 211 U.S. and Canada**

Understanding of economic and social activities in the major human-use regions of the home continent; description and interpretation of the

present occupancy pattern of the major regions of the United States and Canada.

**Credits: 4**

### **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**

**Exploring Knowledge:** Scientific Perspectives

### **GEOG 299 Special Studies**

Terms and hours to be arranged. A means by which students may earn sophomore-level credit for research, writing, mapping, career-related and/or participatory skills.

May be repeated for up to 16 credits.

**Credits: 1-4**

### **GEOG 306 Geographies of Development**

Inquiry into why some countries are rich while many others are poor, by understanding the geographic aspects of income distribution and poverty; their relationships with locational distribution of economic activities; and how these locations change over time.

**Credits: 4**

### **GEOG 307 Canadian Identity Through Film**

Explores the construction of Canadian identity and difference as expressed through Canadian films and cinema.

**Credits: 4**

### **GEOG 310 World Regional**

Examination of the principal characteristics of the major geographical regions of the world.

Interpretation of present and past patterns of relationships between humans and the natural environment.

**Credits: 4**

### **GEOG 311 Geography of Europe**

Individual European societies' landscape organization and how each attempts to alleviate cultural problems: international migrations, scarcity of land for agriculture and urban development, economic development and European nationalism.

**Credits: 4**

### **GEOG 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**

### **GEOG 315 The Indian Subcontinent**

A survey of the physical and human geography of South Asia. While the entire realm of South Asia will be surveyed, the emphasis is on India; major geographical patterns, processes, issues and problems related with religious, ethnic and linguistic diversity, the modernization process, economic development and interrelationships between South Asian nations.

**Credits: 4**

### **GEOG 321 Field Geography**

Methods for collecting and analyzing geographic data. Emphasis on physical or human topics and specific methods will depend upon instructor.

**Credits: 4**

### **GEOG 327 Popular Culture in Global Perspective**

Looks at the development of popular cultures on a global scale and across national boundaries and critically examines the implicit geographies of pop culture texts and media.

**Credits: 4**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

**GEOG 330 Geography and Social Justice**

Spatial analysis of inequality, discrimination and marginalization. Addresses inequality, discrimination and marginalization in, and across, different geographic contexts, from city streets to world regions, and through different forms, including on the basis of race, gender, class, and ability. Includes critical discussion of social movements and organized political action in support of social justice.

**Credits: 4**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

**GEOG 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.

**Credits: 4**

**Integrating Knowledge** Science, Technology, and Society

**GEOG 340 Cartography**

This course emphasizes the design and creation of maps. The underlying theme is communication of geographic information combining cartographic design with user perception.

**Credits: 4****GEOG 341 Geographic Information Systems**

The mapping, monitoring and modeling of geographic data using computer technology. This is the culminating course for the techniques sequence in geography. Twice per week class meets for lecture and laboratory.

**Credits: 4****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 372 South America**

Regional patterns of environment, technology, culture and development are examined within the context of geographical diversity and unity. Topics include both historical and contemporary issues.

**Credits: 4****GEOG 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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

**GEOG 384 Qualitative Research Methods**

An advanced survey of qualitative research methods in geography, including field observation, interpretation of texts and visual images and ethnography. Students will learn methods through both theory and practice.

**Credits: 4****GEOG 385 Quantitative Methods in Geography**

An introduction to basic quantitative techniques in geography. Topics may include descriptive statistics, hypothesis testing, simple correlation and regression, analysis of variance and non-parametric statistics and spatial data analysis techniques such as nearest neighbor analysis.

**Credits: 4****GEOG 386 Making Digital Video for the Social Sciences**

Uses of digital video as a tool for collecting, interpreting and communicating social scientific data. Covers the basics of shooting and editing digital video.

**Credits: 4****GEOG 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****GEOG 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**

**Integrating Knowledge** Science, Technology, and Society

**GEOG 392 Physical Geography**

Principal Earth surface elements of physical geography including landforms, soils, water and biotic resources in their genetic, distributional and functional interrelationships.

**Credits: 4**

**Prerequisite:** GEOG 105 or consent of instructor

**GEOG 393 Soils Geography**

Soils are examined from both a pedologic (genesis and morphology) and edaphic (growth medium) perspective. Their geographic distribution, classification and use as stratigraphic units are examined in detail.

Two-hour laboratory meets once per week.

**Credits: 4**

**GEOG 399 Special Studies**

Terms and hours to be arranged. May be repeated for up to 16 credits.

**Credits: 1-3**

**GEOG 406 Special Individual Studies**

Terms and hours to be arranged. Individualized course of study within geography in consultation with the instructor.

May be repeated for up to 16 credits.

**Credits: 1-6**

**GEOG 407 Seminar**

Terms and hours to be arranged. Intended for nonteaching majors. May be repeated for up to 16 credits.

**Credits: 1-4**

**GEOG 409 Practicum**

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

May be repeated for up to 16 credits.

**Credits: 3-12**

**GEOG 410 Global Issues**

A study of selected and current international issues and problems within the geographical context in which they are observed. Issues to be discussed depends on the instructor.

**Credits: 4**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

**GEOG 411 Cultural Geography**

Advanced inquiry into the subfield of cultural geography with a focus on contemporary theoretical debates.

**Credits: 4**

**GEOG 412 Selected Topics**

Advanced analysis of traditional and contemporary topics in geography.

**Credits: 4**

**GEOG 413 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 418 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 420 The West and the American Imagination**

Looks at the special position of the West in American culture with particular focus on alternate and evolving representations of "the Old West."

**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 425 Urban Planning and Policy**

Analysis of the processes related to planning, regulating and policy making in the contexts of urban land use; will be analyzed with respect to all the levels of government-national, state, regional and local.

**Credits: 4**

**GEOG 432 Geography of Africa**

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

**Credits: 4**

**GEOG 433 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 435 U.S. & Canadian Geopolitics**

Examines U.S. and Canadian relations at multiple scales and in various political contexts from border enforcement to the United Nations.

**Credits: 4**

**GEOG 470 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**

**GEOG 480 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**

**Integrating Knowledge** Science, Technology, and Society

### **GEOG 495 Seminar in Geography and Sustainability**

This course has two main purposes. One is for majors in Geography and Sustainability to engage in structured reflection and summation of their programs of study. The other is preparation for the Capstone in Geography and Sustainability (GEOG 499) with a focus on basic principles of research and project design, including identification of topics, articulation of goals, and selection of tools and methods appropriate to different professional, academic and applied contexts.

**Credits: 4**

**Prerequisite:** GEOG 105, GEOG 106 or GEOG 107 or consent of instructor

### **GEOG 499 Capstone Experience**

The Capstone experience is required of all majors in Geography and Sustainability. It may be based on one or more of the following: a research thesis, an original creative work, an internship, an applied project, or other advanced study, such as a field or comprehensive exam, specialized coursework, or a professional portfolio. Typically, the Capstone will be completed in a student's final year at WOU. Specific requirements will be made by arrangement with a student's adviser.

Eligible for the RP grade option.

**Credits: 4**

**Prerequisite:** GEOG 495 and major in Geography or major in Sustainability

### **GEOG 506 Special Individual Studies**

Terms and hours to be arranged. Individualized course of study within geography in consultation with the instructor.

May be repeated for up to 16 credits.

**Credits: 1-6**

### **GEOG 507 Seminar**

Terms and hours to be arranged. Intended for nonteaching majors. May be repeated for up to 16 credits.

**Credits: 1-4**

### **GEOG 509 Practicum**

Terms and hours to be arranged. Practical application of geographical theory and/or collection of data for theoretical interpretation, customarily in a public agency.

May be repeated for up to 16 credits.

**Credits: 3-12**

### **GEOG 510 Global Issues**

A study of selected and current international issues and problems within the geographical context in which they are observed. Issues to be discussed depends on the instructor.

**Credits: 4**

### **GEOG 511 Cultural Geography**

Advanced inquiry into the subfield of cultural geography with a focus on contemporary theoretical debates.

**Credits: 4**

### **GEOG 512 Selected Topics**

Advanced analysis of traditional and contemporary topics in geography.

**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 520 The West and the American Imagination**

Looks at the special position of the West in American culture with particular focus on alternate and evolving representations of "the Old West."

**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 532 Geography of Africa**

The African continent, its nations and colonies; the physical and cultural geography of the regions of the continent and their implications.

**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 535 U.S. & Canadian Geopolitics**

Examines U.S. and Canadian relations at multiple scales and in various political contexts from border enforcement to the United Nations.

**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**

### **GEOG 580 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**

### **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**

**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**

**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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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**

**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 430 Palliative Care and Chronic Illness**

Overview of the principles and practices of palliative care for life-limiting illness and application to chronic illness will be presented. Will address psychosocial needs, pain and symptom management, effective communication, grief and bereavement and needs of caregivers as these topics relate to end-of-life care in older adults. A historical foundation of the hospice movement that has led to the development of current philosophy of palliative care will be discussed.

**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 and Long-Term Care for Older Adults**

Course will consider the range of housing options and long-term care settings in older adulthood. Topics include different types of home and care environments (e.g., independent, assisted living, skilled nursing, and memory care). Students will also be exposed to basic policies and institutional structures that impact the development, design, and access to various housing and long-term care

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 480 Alzheimer's Disease and Other Dementias Management**

Instruction on effective approaches for providing care to persons with Alzheimer's disease, other types of dementia and related disorders in residential and home care settings. The major types of dementia and typical behaviors presented by patients are presented along with strategies for successful behavior management. Course also covers risk factors for developing dementia, the neuroscience of dementia and strategies to reduce the chance of developing dementia.

**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**

**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

**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**

**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

**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

**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**

**Prerequisite:** GL 202 or consent of instructor

**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 für Zuwanderer (test for immigrants) and level B1 of the Common European Framework of Reference (CEFR).

**Credits: 4**

**Prerequisite:** GL 203 or consent of instructor

**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 111

**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 111  
**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 111  
**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:** CH 223, MTH 112 and BI 213

### **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 105 (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  
**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 105 (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**

### **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 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**

**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:** HE 227 with a grade of C- or better

### 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 285 with a grade of C- or better

### 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**

**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 be 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**

**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 111 or higher with a grade of C- or better

### 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**

**Prerequisite:** HE 265, or BI 134 and BI 135 with a grade of C- or better

### 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. This class will examine relevant issues relating to health care and health policy, 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**

## **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**

## **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**

**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**

**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 110 or MTH 111 with a grade of C- or better

## **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 418 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 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**

### **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:** MTH 110 or MTH 111, MTH 243, HE 227, and HE 375 all with a grade of C- or better

### **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**

### **HE 465 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 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:** MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, HE 487

### **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:** MTH 111, HE 227, BI 102, BI 234, BI 235, BI 236, all with a grade of C- or better, and HE 448

### **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 Community Health Internship**

Provides community health promotion students the opportunity to demonstrate current professional competencies and to enhance professional growth through integration of classroom theory with planned, supervised and practical work experiences.

**Credits: 8**

**Prerequisite:** Community 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 111, 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**

### **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**

### **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**  
**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**  
**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**

**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**  
**Foundational Skills:** Critical Thinking

### **HST 201 History of the United States: Native American Cultures to Early 19th Century**

Examines the origins of the United States from the early Native American cultures, through the colonial, revolutionary and early Jacksonian era. Students may take the United States history courses out of sequence.  
**Credits: 4**  
**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **HST 202 History of the United States: Reform and Progress**

Explores most of the 19th-century and the early part of 20th-century of United States history. Begins with the reform movements of the 1800s and examines westward expansion, the Civil War and reconstruction, industrialization and the progressive reforms. Students may take the United States history courses out of sequence.  
**Credits: 4**  
**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **HST 203 History of the United States: First World War to the Present**

Examines the history of the United States from the first world war to the present, including the Roaring 20s, the Great Depression, World War II, the Cold War, the Civil Rights Movement and globalization. Student may take the United States history courses out of sequence.  
**Credits: 4**  
**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 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 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.  
Eligible for the RP grade option.

**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**

**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**

**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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

## **HST 413 Dissent and Opposition in East Europe**

Study of the emergence and nature of political opposition and dissent in east-central Europe from 1945 to the revolutions in 1989. Course explores how playwrights, poets, pacifists, novelists and filmmakers challenged the 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 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**

**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 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**

**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**

**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 428 19th-Century Europe**

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.

**Credits: 4**

### **HST 429 20th-Century Europe: From World Wars to Cold War**

Crisis in European diplomacy resulting in World War I drifting into totalitarianism to World War II in the first half of the century and subsiding into Cold War between the two super powers during the second half.

**Credits: 4**

### **HST 430 20th-Century Europe: Postwar Period**

Problems of reconstruction in postwar Europe; the birth and demise of the

Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the 20th century.  
**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**  
**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**  
**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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**  
**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**  
**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**  
**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**  
**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**  
**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**  
**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**  
**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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**  
**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**  
**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**  
**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 20th-Century Latin America**

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.  
**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**

**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**

**Integrating Knowledge** Science, Technology, and Society

### **HST 461 History of East Asia: Traditional China**

To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization.

**Credits: 4**

### **HST 462 History of East Asia: Traditional Japan**

A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of its past.

**Credits: 4**

### **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 467 Modern China I: Fragmentation Reform Movements in Late Imperial China**

Course discusses the clash between China and the West, and the response of China's scholars.

**Credits: 4**

### **HST 468 Modern China II: The Republic of China in the 20th Century**

Course explores the issues of envisioning state and society, the experiments in democracy, war and revolution, as well as political reform and economic miracle in Taiwan.

**Credits: 4**

### **HST 469 Modern China III: People's Republic of China, Confucianism and Socialism**

Course examines the birth of the Chinese Communist Party and the people of democratic China and how Chinese socialism adjusted to live in the world.

**Credits: 4**

### **HST 471 Women in Japanese Society**

Broad survey of women's positions and status in the institutions of marriage and family; factors that altered women's conditions; and how womanhood has been defined and redefined from traditional to modern Japanese society.

**Credits: 4**

### **HST 472 Women in Chinese Society**

Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls and maids), including their activities in public and domestic dichotomy.

**Credits: 4**

### **HST 473 Popular Culture in China**

A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and cosmology, food and health, arts and cinemas from traditional to modern time period.

**Credits: 4**

### **HST 474 Popular Culture in Japan**

A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement and gardens.

**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**

### **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**

**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 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**

**Integrating Knowledge** Science, Technology, and Society

### **HST 485 Mexican Foundations of Chicano/a/Latino/a History: From the Olmecs to the Mexican Revolution**

An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. 19th century themes include independence, foreign invasion, civil war and modernization.

**Credits: 4**

### **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 487 Canada to Confederation -1867**

Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and

regional levels and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada.

**Credits: 4**

### **HST 488 Canada Since Confederation**

Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

**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**

### **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 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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **HST 494 North American Constitutional History**

Comparative study of constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. Explores the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels.

**Credits: 4**

### **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**

**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**

**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**

**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.

Eligible for the RP grade option.

**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**

### **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 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 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 528 19th-Century Europe**

Europe from the Congress of Vienna to the Treaty of Versailles, including the rise of liberalism, conservatism, nationalism, socialism, industrialism, imperialism, irrationalism and militarism culminating in World War I.  
**Credits: 4**

## **HST 529 20th-Century Europe: From World Wars to Cold War**

Crisis in European diplomacy resulting in World War I drifting into totalitarianism to World War II in the first half of the century and subsiding into Cold War between the two super powers during the second half.  
**Credits: 4**

## **HST 530 20th-Century Europe: Postwar Period**

Problems of reconstruction in postwar Europe; the birth and demise of the Cold War; disintegration of Communist Europe and its aftermath; European intellectual culture in the second half of the 20th century.  
**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 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 20th-Century Latin America**

Comparative development patterns in Latin America. Social revolutions and authoritarian reactions. The new Latin American culture.

**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 America.

**Credits: 4**

### **HST 561 History of East Asia: Traditional China**

To survey Chinese civilization from the earliest times to the mid-17th century, this course focuses on the aspects of history and culture that define the character of Chinese civilization.

**Credits: 4**

### **HST 562 History of East Asia: Traditional Japan**

A general picture of Japanese history in the hope of furthering students' understanding of present-day Japan through the study of its past.

**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 567 Modern China I: Fragmentation Reform Movements in Late Imperial China**

Course discusses the clash between China and the West, and the response of China's scholars.

**Credits: 4**

**HST 568 Modern China II: The Republic of China in the 20th Century**

Course explores the issues of envisioning state and society, the experiments in democracy, war and revolution, as well as political reform and economic miracle in Taiwan.

**Credits: 4**

**HST 569 Modern China III: People's Republic of China, Confucianism and Socialism**

Course examines the birth of the Chinese Communist Party and the people of democratic China and how Chinese socialism adjusted to live in the world.

**Credits: 4**

**HST 571 Women in Japanese Society**

Broad survey of women's positions and status in the institutions of marriage and family; factors that altered women's conditions; and how womanhood has been defined and redefined from traditional to modern Japanese society.

**Credits: 4**

**HST 572 Women in Chinese Society**

Course explores the lives of various groups of women (wife, concubines, courtesans, singer girls and maids), including their activities in public and domestic dichotomy.

**Credits: 4**

**HST 573 Popular Culture in China**

A survey on Chinese culture. Included are social relationships, religions and philosophies, sciences and medicines, geomancy and cosmology, food and health, arts and cinemas from traditional to modern time period.

**Credits: 4**

**HST 574 Popular Culture in Japan**

A survey on Japanese culture. Included are patterns of behavior, popular morality, philosophies and religions, folk tales, arts, music, theater, also the taste of nature shown in the daily diet, flower arrangement and gardens.

**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 Mexican Foundations of Chicano/a/Latino/a History: From the Olmecs to the Mexican Revolution**

An overview of Mexican history and culture from the invention of civilization to the creation of the modern Mexican state. Pre-Columbian themes include agriculture, trade, religion, art, architecture and political expansion. Colonial themes include the conquest and fusion of Spanish and Native American cultures. 19th century themes include independence, foreign invasion, civil war and modernization.

**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 587 Canada to Confederation -1867**

Examines the history of Canada from the pre-contact era through confederation in 1867 with attention to nationalist trends at the provincial and regional levels and with particular emphasis on comparative colonial cultures within the region of North America now included as part of Canada.

**Credits: 4**

### **HST 588 Canada Since Confederation**

Examines the history of modern Canada from confederation (1867) through the present with attention to nationalist trends at the provincial and regional levels and federal efforts to secure a sense of Canadian nationalism, in the context of counter national movements and interpretive themes of particular relevance in the study of comparative North American cultures, including First Nations movement and immigration trends of the late 19th and 20th centuries.

**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**

### **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 constitutional history in Canada and the United States, with attention to colonial North America and emerging nationalist movements in the United States and Canada. Explores the evolving concepts of constitutional law and constitutional theory at the state, provincial and national levels.

**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**

### **H 101 Freshman Honors**

Supplementary enriching work related to a regular course taken

simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

**Credits: 1**

### **H 201 Sophomore Honors**

Supplementary enriching work related to a regular course taken simultaneously is guided by an instructor during weekly meetings. Students and work are subject to approval by the Honors Committee.

**Credits: 1**

### **H 303 Thesis Orientation**

Orientation to the Honors Thesis/Senior Project, including completion of thesis proposal. Enrollment limited to students in Honors Programs.

Eligible for the RP grade option.

**Credits: 1-2**

### **H 353 Thesis Development**

Introductory, developmental work related to the Honors thesis/senior project, including literature review, time line and outline. Enrollment limited to students in the Honors Program.

**Credits: 1-2**

### **H 401 Senior Honors**

Individual research and original writing in approved areas of work. Enrollment limited to students in Honors Program with approval of Honors director.

May be repeated for up to 6 credits.

**Credits: 2-3**

### **H 403 Honors Thesis/Senior Project**

Individual research and original writing related to the Honors thesis/senior project. Enrollment limited to students in Honors Program.

May be repeated for up to 6 credits.

Eligible for the RP grade option.

**Credits: 1-6**

### **H 407 Honors Seminar**

May be repeated for up to 16 credits.

**Credits: 3**

### **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**

### **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**

Part of the revised Honors curriculum, Exploratory Honors is a rotating special topics course offered exclusively for students in the Honors Program. Students must complete four Exploratory Honors courses in three different subject areas. May be repeated five times for credit.  
**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. Eligible for the RP grade option.  
**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. Eligible for the RP grade option.  
**Credits: 2**

### **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.

Eligible for the RP grade option.  
**Credits: 1-6**

### **HNR 406 Honors Colloquium**

Part of the revised Honors curriculum, an Honors Colloquium is a rotating special topics course offered exclusively for students in the Honors Program. Students must complete two Honors Colloquia. Additional colloquia beyond two can count in the Exploratory Honors category, per Honors Director approval. May be repeated five times for credit.  
**Credits: 3-4**

### **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.

Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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**

### **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. Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**Credits: 1**

### **INT 120 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: 3**

### **INT 220 Environmental Aspects of Interpreting**

Interpreting work involves the various physical settings, types of interactions, 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 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 254 Introduction to the Profession 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: 3**

**Prerequisite:** ASL 103

### **INT 260 Pre-Interpreting Skills Development**

Foundational skills necessary for effective interpretation. Explores ASL and English skill development, cognitive processing skills, as well as skills with technology to become reflective practitioners. Students will apply pre-interpreting skills in isolation, progressing to intralingual activities. Course will prepare pre-interpreting students for the rigors of the interpreting program.

**Credits: 3**

**Prerequisite:** INT 254 and ASL 301 with a B or better

### **INT 320 Intrapersonal 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:** ASL 302

### **INT 392 Language and Communication Systems: Deaf and Hard of Hearing**

Students will develop knowledge of the linguistic principles of American Sign Language and English, the different modes of communication used by deaf and hard of hearing people, the various language and communication policies and signed systems used in the classroom.

**Credits: 3**

**Prerequisite:** ASL 456, INT 440 and INT 450 all with a grade of B or better

### **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:** INT 442 and INT 468 with a grade of B or better

### **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:** Consent of instructor

### **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:** 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 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**

**Prerequisite:** ASL 456 with a grade of B or better

### **INT 462 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 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:** Acceptance into the ASL/English Interpreting program

### **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. 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: 3**

**Prerequisite:** INT 392, INT 451 and INT 460 with a grade of B or better

### **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. Multiple perspectives are explored related to notions of difference, bias, and privilege and how they impact the way we see and interact with the world around us. Students will also develop skills to communicate effectively when faced with controversy that stems from topics such as race, ethnicity, sex, gender identity, social class, and ability.

**Credits: 4**

**Prerequisite:** Acceptance into the ASL/English Interpreting Program

### **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. Eligible for the RP grade option.

**Credits: 1-4**

**Prerequisite:** Consent of instructor

### **INT 523 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 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 254 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**

### **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**

Provides a foundation for inquiry about interpreting studies issues through critical reading, analytical writing and thoughtful, collegial discussion. Students will receive general training relevant to graduate work in interpreting studies, such as technical writing, sampling and experimenting with technology used during the program.

**Credits: 1**

### **INT 615 Communication for Interpreters**

First in a series of two courses in which students examine interpersonal communication and the role of an interpreter. Students will practice and apply principles of invention, organization, language and delivery with focus on the development of skill and confidence in interpersonal communication in English and in ASL.

**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 instructor approval

### **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.

**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.

**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 624 Teaching and Technology**

Students will explore new and emerging technologies used to enhance student engagement. Both synchronous and asynchronous methods will be discussed. Course will provide students with hands-on experience in designing individual and collaborative student-learning

experiences.

**Credits: 1**

### **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 instructor approval

### **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

### **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 instructor approval

### **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. Eligible for the RP grade option.

**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**

### **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 199 Information Systems Topics**

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to freshman level.  
May be repeated for up to 16 credits.  
**Credits: 1-6**

## **IS 211 Applied Programming: Python**

This is an intermediate programming course that introduces the Python language. Python is a general purpose, high-level programming language whose design philosophy emphasizes code readability, combining power with clear syntax. Its standard library is large and comprehensive. Python is widely used as a scripting language for web applications, system automation and application prototyping.  
**Credits: 4**

## **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 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:** IS 345

## **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:** IS 270

## **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 399 Information Systems Topics**

Course content will vary. Topics are selected relative to new subject areas in Information Systems appropriate to junior level.

May be repeated for up to 16 credits.

**Credits: 1-6**

## **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. Eligible for the RP grade option.

**Credits: 1-9**

## **IS 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:** MTH 243

## **IS 434 Data Visualization**

This course introduces data visualization and exploration using contemporary analysis tools. Emphasis will be placed on incorporating story telling with data into

the architecture of information system solutions.

**Credits: 4**

**Prerequisite:** MTH 243

## **IS 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:** IS 432

## **IS 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:** MTH 243

## **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**

**Prerequisite:** IS 345, IS 355 and senior standing

### **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:** CS 162 or IS 270

### **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:** CS 162

### **IS 489 Security Principles and Practices**

Focuses on current issues in cyber security, including the architecture of cloud computing, its evolution, data center and security issues. Cloud computing will be used as an example to explain cyber attack and defense in real world.

**Credits: 3**

**Prerequisite:** CS 260 or CS 600

### **IS 675 Topics in Information Systems**

Topics may include: detailed study of a foundational field of Information Systems that is not covered by another course; in-depth study of particular current topics; survey of important technologies, software or systems; review of current research areas or popular trends.

May be repeated for up to 8 credits.

**Credits: 1**

### **JS 628 Justice Organization, Ethics, and Change**

This course examines the creation and role of justice organizations (public, non-profit, NGO), the ethics of management and behavior related to organizations, and the process of creating change.

**Credits: 4**

**Prerequisite:** CJ 608

### **JS 629 Social Movement, Community Organizing, and Social Justice**

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**

**Prerequisite:** CJ 608

### **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**

**Prerequisite:** CJ 608

### **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**

**Prerequisite:** CJ 608

## **LS 300 Seminar on Multidisciplinary Learning**

An introduction to multidisciplinary learning. Includes exploration of different approaches to knowledge (e.g., scientific, humanistic, creative, applied) and identification of individualized long-term learning goals.

**Credits: 2**

**Prerequisite:** Acceptance to the Liberal Studies, B.A.S. program

## **LS 499 Capstone**

Reflection on educational experiences, synthesizing across courses and integrating with work and/or life experiences. Includes one of the following: an internship or practicum, a service project, a research or creative project, or another activity aligned with the student's interests and goals.

**Credits: 4**

**Prerequisite:** Acceptance to the Liberal Studies, B.A.S. program and have completed at least 45 upper division credits

## **LIB 225 Advanced Research for College, Work and Life**

This course bridges the gap between the basic-level research done in introductory courses, and advanced-level research expected in 300 and 400 level courses. While exploring the world of information in this course, students will learn to use effective methods and techniques of information gathering, evaluation and presentation. They will develop advanced research techniques specific to their disciplines, and build problem-solving and information-seeking skills they will use after college to make decisions regularly encountered in today's information-driven workplace.

**Credits: 4**

**Prerequisite:** Completed General Education writing requirement

## **LIB 360 Books, Reading, and Contemporary Culture**

An exploration of reading - its role inside and outside the classroom, its place in contemporary culture, the history of books and reading, the role of reading for pleasure in one's own

life, and the future of books and reading.

**Credits: 3**

## **LIB 406 Special Individual Studies**

Terms and hours to be arranged. May be repeated for up to 16 credits.

**Credits: 1-9**

## **LIB 409 Practicum**

Terms and hours to be arranged. May be repeated for up to 16 credits.

**Credits: 3-9**

## **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**

**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**

**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 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**

**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 121.

**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**

**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**

**Foundational Skills:** Critical Thinking

### **LING 309 The Language and Writing of Early Learners**

The course introduces students to the syntactic structures and writing development of early learners.

**Credits: 4**

**Prerequisite:** LING 209, Early Childhood Studies Students Only

### **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**

**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 I**

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 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

### **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. Eligible for the RP grade option.

**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 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 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**

**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 comedy, drama, novella, poetry, satire, and others.

May be repeated once for credit, if the content is different.

**Credits: 4**

**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**

**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**

**Foundational Skills:** Critical Thinking

## **LIT 201 Western Literature I**

A survey course presenting literature from classical through about 1650, focusing on Europe outside of Britain. Recommended General Education course for literature majors.

**Credits: 4**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

## **LIT 202 Western Literature II**

A survey course presenting literature from about 1650 through the modern period, focusing on Europe outside of

Britain. Recommended General Education course for literature majors.

**Credits: 4**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **LIT 204 Survey of British Literature I**

A survey of British literature from Beowulf to 1660.

**Credits: 4**

### **LIT 205 Survey of British Literature II**

A survey of British literature from 1660 to 1832.

**Credits: 4**

### **LIT 206 Survey of British Literature III**

A survey of British literature from 1832 to the present.

**Credits: 4**

### **LIT 253 Survey of American Literature I**

A survey of American literature from the beginnings to 1865.

**Credits: 4**

### **LIT 254 Survey of American Literature II**

A survey of American literature from 1865 to the present.

**Credits: 4**

### **LIT 301 Shakespeare**

A study of selected major works of Shakespeare.

**Credits: 4**

### **LIT 317 Introduction to Literary Studies I**

Core course in the English major focuses on writing about literature, literary research methods, and the basics of close reading.

**Credits: 4**

**Prerequisite:** Completed General

Education writing requirement and one lower division (100/200 level) literature course

### **LIT 318 Introduction to Literary Studies II**

Building on the skills developed in LIT 317, focuses on modern literary critical theories and continues refining skills in writing about literature and close reading.

**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  
**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**

**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**

**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 385 Folklore**

An examination of folklore and folklore techniques in a specific context, such as ballad, legend, etc. or of a specific approach, such as children's folklore, folklore of the Pacific NW, etc., emphasizing the role of folklore in the total study of culture. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 386 Form and Meaning in Film**

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**

### **LIT 387 Mythology**

An examination of myth and myth techniques in a specific context, such as Greco-Roman, Arthurian, etc. or of a recurrent myth in several mythologies. Specific focus will be identified in the online course

offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **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 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 418 Topics in Theory and Criticism**

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 421 Studies in British Literature**

A study of special issues and topics in British literature. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 432 Studies in American Literature**

A study of special issues and topics in American literature. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 439 Studies in U.S. Minority Literature**

In-depth study of the literature of a specific minority or ethnic group in the U.S., such as African-American, Chicano, etc. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 443 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.

May be repeated for credit, if content is different.

**Credits: 4**

### **LIT 454 Studies in Continental European Literature**

A study of special issues and topics related to literatures of continental Europe. Specific focus will be identified in the online schedule of classes.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 466 Major Figures**

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 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 518 Topics in Theory and Criticism**

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 521 Studies in British Literature**

A study of special issues and topics in British literature. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 532 Studies in American Literature**

A study of special issues and topics in American literature. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 539 Studies in U.S. Minority Literature**

In-depth study of the literature of a specific minority or ethnic group in the U.S., such as African-American, Chicano, etc. Specific focus will be identified in the online course offerings.

May be repeated once for credit, if content is different.

**Credits: 4**

### **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**

### **LIT 554 Studies in Continental European Literature**

A study of special issues and topics related to literatures of continental Europe. Specific focus will be identified in the online schedule of classes. May be repeated once for credit, if content is different.

**Credits: 4**

### **LIT 566 Major Figures**

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 606 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

### **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

### **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 111, MTH 211 and MTH 243 and does not count towards General Education credits. Three hours of lecture plus two hours of lab.

**Credits: 4**

### MTH 105 Math in Society

Use of mathematical problem-solving activities from real-world situations designed to convey the application of mathematics. Emphasis on basic probability and statistics, formulas related to personal finance and methods of problem-solving. Completion of this course does not serve as a prerequisite for any other mathematics course.

Three hours lecture plus two hours lab.

**Credits: 4**

**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.

**Credits: 4**

**Foundational Skills:** Mathematics

### MTH 111 College Algebra

Study of linear, polynomial, rational, exponential, logarithmic and power families of functions; representation of these functions symbolically, numerically, graphically and verbally; develop regression and modeling for these function families; use of inverse functions symbolically, numerically, graphically and verbally; and a rudimentary study of complex numbers.

**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

**Foundational Skills:** Mathematics

### MTH 112 Elementary Functions

Triangle trigonometry, trigonometric equations and identities, circular functions and graphs, complex numbers, polar coordinates.

**Credits: 4**

**Prerequisite:** MTH 111 with grade of C- or better or satisfactory score on WOU's math placement test

**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

**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

**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 212 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**

**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

### **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 111 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 243 Introduction to Probability and Statistics**

Descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions; hypothesis testing, point and interval estimation.

Does not apply toward a math major/minor.

**Credits: 4**

**Prerequisite:** MTH 095 with a grade of C- or better, or MTH 101 with a grade of C- or better, or MTH 110 with a grade of C- or better, or satisfactory score on WOU's placement exam

**Foundational Skills:** Mathematics

### **MTH 251 Calculus I**

Differential calculus of functions of a single variable, including transcendental functions.

**Credits: 4**

**Prerequisite:** MTH 112 with grade of C- or better or satisfactory score on WOU's math placement test

**Foundational Skills:** Mathematics

### **MTH 252 Calculus II**

Integral calculus of functions of a single variable, with applications. The Fundamental Theorem of Calculus.

**Credits: 4**

**Prerequisite:** MTH 251 with a grade of C- or better

### **MTH 253 Calculus III: Sequences and Series**

Convergence and divergence of sequences, L'Hopital's rule, infinite series, convergence tests, Taylor's Theorem with remainder, power series, binomial series, applications.

**Credits: 4**

**Prerequisite:** MTH 252 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 252 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 252 with a grade of C- or better

### **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

### **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 252 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 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 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:** MTH 280 with a grade of C- or better

### **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 252 with a grade of C or better

### **MTH 355 Discrete Mathematics**

Sets, relations, functions, enumeration, mathematical induction, graph theory.

**Credits: 4**

**Prerequisite:** 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 252 with a grade of C- or better; recommended MTH 253 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**

Enhancement of algebraic skills via problem solving and the visual representation and use of algebraic methods. Integer arrays, algebraic patterns, linear equations, quadratic equations, and graphing. Does not apply toward a math major/minor. Two hours of lecture plus two hours of laboratory.

Does not apply toward a math major/minor.

**Credits: 3**

**Prerequisite:** MTH 211 and MTH 212 with a grade of C- or better

### **MTH 393 Probability & Statistics for Elementary and Middle School Teachers**

Using basic elements of probability and statistics to solve problems involving the organization, description and interpretation of data. Concrete application will be explored. Students may not take both MTH 393 and MTH 493 for their undergraduate program. Does not apply toward a math major/minor.

Two hours of lecture plus two hours of laboratory.

Does not apply toward a math major/minor.

**Credits: 3**

**Prerequisite:** MTH 211 and MTH 212 with a grade of C- or better

### **MTH 394 Introduction to Geometry for Elementary Teachers**

Examination of intuitive geometry including construction, basic Euclidean geometry, proof and measure. Two-hour lecture plus two-hour laboratory. Students may not take both MTH 394 and MTH 494 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

### **MTH 396 Elementary Problem Solving**

Mathematical problem-solving, techniques and materials helpful in improving student problem-solving abilities, mentoring of elementary and middle school students in problem-solving processes.

Two-hour lecture plus two-hours laboratory.

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

### **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 211, MTH 212 and MTH 213, all with a grade of C- or better

### **MTH 401 Introduction to Senior Project**

Terms to be arranged during final year of study.

Eligible for the RP grade option.

**Credits: 1**

### **MTH 402 Independent Study**

Terms and hours to be arranged. May be repeated for credit.

**Credits: 1-8**

### **MTH 403 Senior Project I**

Terms to be arranged during final year of study.

Eligible for the RP grade option.

**Credits: 4**

**Prerequisite:** MTH 401 with a grade of C- or better

### **MTH 404 Senior Project II**

Continuation of MTH 403.

Eligible for the RP grade option.

**Credits: 3**

**Prerequisite:** MTH 403 with a grade of C- or better

### **MTH 409 Practicum; Work Experience; Internship**

Terms and hours to be arranged.

May be repeated for up to 16 credits.

**Credits: 1-8**

### **MTH 410 Special Topics: Analysis**

Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **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.

Eligible for the RP grade option.

**Credits: 2**

### **MTH 414 Economics and Mathematics Capstone II**

Terms to be arranged during final year of study.

Eligible for the RP grade option.

**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 420 Special Topics: Applied Mathematics**

Topics in applied mathematics for advanced undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **MTH 430 Special Topics: Geometry**

Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **MTH 440 Special Topics: Algebra**

Topics in modern algebra for advanced undergraduate students. Students enrolled in MTH 540 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** 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 460 Special Topics: Probability and Statistics**

Topics in probability and statistics for advanced undergraduate students.

**Credits: 3**

**Prerequisite:** Consent of instructor

## **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 480 Special Topics in Topology**

Topics in topology for advanced undergraduate students. Students enrolled in MTH 580 will be expected to complete a graduate project.

**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 396 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 396 with a grade of C- or better or consent of instructor

## **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 111 or MTH 392 with a grade of C- or better and MTH 211, MTH 212 and MTH 213, all with a grade of C- or better, or consent of instructor

## **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 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 510 Special Topics: Analysis**

Topics in analysis for advanced undergraduate students. Students enrolled in MTH 510 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **MTH 520 Special Topics: Applied Mathematics**

Topics in applied mathematics for advanced undergraduate students. Students enrolled in MTH 520 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **MTH 530 Special Topics: Geometry**

Topics in geometry for advanced undergraduate students. Students enrolled in MTH 530 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **MTH 540 Special Topics: Algebra**

Topics in modern algebra for advanced undergraduate students. Students enrolled in MTH 540 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **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 580 Special Topics in Topology**

Topics in topology for advanced undergraduate students. Students enrolled in MTH 580 will be expected to complete a graduate project.

**Credits: 4**

**Prerequisite:** Consent of instructor

### **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**

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 nine times for credit. Pass-No Credit (P/NC) grading only.

**Credits: 0**

### **MUE 318 Music for the Classroom Teacher**

Music activities, materials and curriculum for the early childhood and elementary classroom teacher. No previous musical training is required; however, skills such as those developed in musicianship (MUS 111 or 211), class piano or class voice will enable students to gain greater insight into the processes discussed and practiced in this class.

**Credits: 3**

**Prerequisite:** 2.6 GPA and declared education major

### **MUE 320 Introduction to Orff-Schulwerk**

An introduction to teaching music to children using ideas and instruments developed by composer Carl Orff. This comprehensive approach is useful for classroom teachers as well as music specialists and focuses on experiential learning. Previous music experience is helpful but not required.

**Credits: 3**

### **MUE 399 Special Studies**

May be repeated for up to 16 credits.

**Credits: 1-3**

### **MUE 401 Music in Early Childhood**

An exploration of principles, methods, and materials for teaching young children (ages 0-5) music through process-orientated experiences to support divergent thinking.

**Credits: 3**

### **MUE 425 Orff-Schulwerk Level I**

Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff-Schulwerk Association (AOSA).

Recommended for elementary education students with an emphasis area in music and for M.S. in Education students with a content area in creative arts or interdisciplinary studies.

**Credits: 6**

**Prerequisite:** MUS 111, MUS 211 or the ability to read music notation

### **MUE 427 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 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**

**Prerequisite:** Successful completion of three terms of MUP at 200-level on any instrument, or equivalent skill

### **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. Successful completion of this course and MUE 451/551, MUE 453/553 and MUE 454/554 will constitute approval to enter the MAT program.

**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. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 454/554 will constitute approval to enter the MAT program.

**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. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 453/553 will constitute approval to

enter the MAT program.

**Credits: 2**

### **MUE 501 Music in Early Childhood**

An exploration of principles, methods, and materials for teaching young children (ages 0-5) music through process-orientated experiences to support divergent thinking.

**Credits: 3**

### **MUE 525 Orff-Schulwerk Level I**

Intensive two-week course offered summers only, exploring a comprehensive approach to teaching music and movement to children. The first of three levels leading to certification by the American Orff-Schulwerk Association (AOSA). Recommended for elementary education students with an emphasis area in music and for M.S. in Education students with a content area in creative arts or interdisciplinary studies.

**Credits: 6**

**Prerequisite:** MUS 111, MUS 211 or the ability to read music notation

### **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 534 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 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: 3**

**Prerequisite:** Successful completion of three terms of MUP at 200-level on any instrument, or equivalent skill

## **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. Successful completion of this course and MUE 451/551, MUE 453/553 and MUE 454/554 will constitute approval to enter the MAT program.

**Credits: 3**

## **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. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 454/554 will constitute approval to enter the MAT program.

**Credits: 3**

## **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. Successful completion of this course and MUE 451/551, MUE 452/552 and MUE 453/553 will constitute approval to enter the MAT program.

**Credits: 3**

## **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**

**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  
**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

## **MUEN 111 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  
**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  
**Exploring Knowledge:** Literary and Aesthetic Perspectives

## **MUEN 113 Early Music Ensemble**

Made up of vocalists and

instrumentalists who perform Western European Art Music from the Middle Ages through the Enlightenment. Freshmen and sophomores register for MUEN 113; juniors and seniors register for MUEN 313; graduate students register for MUEN 513. May be repeated for credit.

**Credits: 1**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 120 Chamber Ensemble**

A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520.

May be repeated for credit.

**Credits: 1**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 121 Brass Chamber Ensemble**

Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521. May be repeated for credit.

**Credits: 1**

**Prerequisite:** Audition required and consent of instructor

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 122 String Chamber Ensemble**

A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522.

May be repeated for credit.

**Credits: 1**

### **MUEN 123 Woodwind Chamber Ensemble**

Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register for MUEN 523.

May be repeated for credit.

**Credits: 1**

### **MUEN 124 Piano Chamber Ensemble**

A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 124; juniors and seniors register for MUEN 324; graduate students register for MUEN 524.

May be repeated for credit.

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 142 New Music Ensemble**

Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is composed of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542.

May be repeated for credit.

**Credits: 1**

### **MUEN 143 Guitar Ensemble**

Performs a variety of musical styles

ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543.

May be repeated for credit.

**Credits: 1**

**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**

**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**

**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

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 163 Latin Jazz**

Ensemble dedicated to the performance of Brazilian music. Concerts may focus on a particular artist, such as Pixinguinha, Cartola, Jobim or Ivan Lins; a single musical genre, such as choro, samba, bossa nova or MPB; or a historical period.

Freshmen and sophomore register for MUEN 163, juniors and seniors register for MUEN 363; graduate students register for MUEN 563. May be repeated for credit.

**Credits: 1**

**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**

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 172 Hemisphere Combo**

Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172, juniors and seniors register for MUEN 372; graduate students register for MUEN 572.

May be repeated for credit.

**Credits: 1**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUEN 173 Singer/Songwriter Combo**

Designed for students who sing, write songs, and/or wish to develop their ability to make music in a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173, juniors and seniors register for MUEN 373; graduate students register for MUEN 573. May be repeated for credit.

**Credits: 1**

### **MUEN 190 Ensemble**

Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles.

Freshmen and sophomore register for MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590.

May be repeated for credit.

**Credits: 1**

### **MUEN 191 Ensemble Recording Engineer**

Students with advanced engineering skills may gain ensemble credit by serving as a recording engineer for ensembles requiring their services. Appointment is by permission of the ensemble instructor and upon recommendation of student's music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591.

May be repeated for credit.

**Credits: 1**

### **MUEN 192 Staff Composer/Arranger**

Students with advanced composition skills may gain ensemble credit by serving as staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment is by permission of the ensemble instructor and upon recommendation of student's composition instructor. Freshmen and sophomore register for MUEN 192,

juniors and seniors register for MUEN 392; graduate students register for MUEN 592.

May be repeated for credit.

**Credits: 1**

### **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

**Exploring 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

**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 313 Early Music Ensemble**

Made up of vocalists and

instrumentalists who perform Western European Art Music from the Middle Ages through the Enlightenment.

Freshmen and sophomores register for MUEN 113; juniors and seniors register for MUEN 313; graduate students register for MUEN 513.

May be repeated for credit.

**Credits: 1**

### **MUEN 320 Chamber Ensemble**

A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520.

May be repeated for credit.

**Credits: 1**

### **MUEN 321 Brass Chamber Ensemble**

Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521.

May be repeated for credit.

**Credits: 1**

**Prerequisite:** Audition required and consent of instructor

### **MUEN 322 String Chamber Ensemble**

A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522.

May be repeated for credit.

**Credits: 1**

### **MUEN 323 Woodwind Chamber Ensemble**

Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register

for MUEN 523.  
May be repeated for credit.  
**Credits: 1**

### **MUEN 324 Piano Chamber Ensemble**

A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 124; juniors and seniors register for MUEN 324; graduate students register for MUEN 524.

May be repeated for credit.  
**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 342 New Music Ensemble**

Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is composed of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542.

May be repeated for credit.  
**Credits: 1**

### **MUEN 343 Guitar Ensemble**

Performs a variety of musical styles ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543.

May be repeated for credit.  
**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.  
**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 363 Latin Jazz**

Ensemble dedicated to the performance of Brazilian music. Concerts may focus on a particular artist, such as Pixinguinha, Cartola, Jobim or Ivan Lins; a single musical genre, such as choro, samba, bossa nova or MPB; or a historical period. Freshmen and sophomore register for MUEN 163, juniors and seniors register for MUEN 363; graduate students register for MUEN 563.

May be repeated for credit.  
**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 372 Hemisphere Combo**

Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172, juniors and seniors register for MUEN 372; graduate students register for MUEN 572. May be repeated for credit.  
**Credits: 1**

### **MUEN 373 Singer/Songwriter Combo**

Designed for students who sing, write songs, and/or wish to develop their ability to make music in a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173, juniors and seniors register for MUEN 373; graduate students register for MUEN 573. May be repeated for credit.  
**Credits: 1**

### **MUEN 390 Ensemble**

Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles. Freshmen and sophomore register for MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590. May be repeated for credit.  
**Credits: 1**

### **MUEN 391 Ensemble Recording Engineer**

Students with advanced engineering skills may gain ensemble credit by serving as a recording engineer for ensembles requiring their services. Appointment is by permission of the ensemble instructor and upon recommendation of student's music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591. May be repeated for credit.  
**Credits: 1**

### **MUEN 392 Staff Composer/Arranger**

Students with advanced composition skills may gain ensemble credit by serving as staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment is by permission of the ensemble instructor and upon recommendation of student's composition instructor. Freshmen and sophomore register for MUEN 192, juniors and seniors register for MUEN 392; graduate students register for MUEN 592. May be repeated for credit.  
**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 513 Early Music Ensemble**

Made up of vocalists and instrumentalists who perform Western European Art Music from the Middle Ages through the Enlightenment. Freshmen and sophomores register for MUEN 113; juniors and seniors



register for MUEN 313; graduate students register for MUEN 513. May be repeated for credit.

**Credits: 1**

### **MUEN 520 Chamber Ensemble**

A small ensemble of like or mixed instruments dedicated to a particular repertoire. Freshmen and sophomores register for MUEN 120; juniors and seniors register for MUEN 320; graduate students register for MUEN 520.

May be repeated for credit.

**Credits: 1**

### **MUEN 521 Brass Chamber Ensemble**

Performs standard repertoire for various brass chamber groups, including brass quintet and octet. Freshmen and sophomores register for MUEN 121; juniors and seniors register for MUEN 321; graduate students register for MUEN 521. May be repeated for credit.

**Credits: 1**

**Prerequisite:** Audition required and consent of instructor

### **MUEN 522 String Chamber Ensemble**

A small ensemble of string instruments, such as string quartet, violin trio or string orchestra. Freshmen and sophomores register for MUEN 122; juniors and seniors register for MUEN 322; graduate students register for MUEN 522. May be repeated for credit.

**Credits: 1**

### **MUEN 523 Woodwind Chamber Ensemble**

Focuses on music for a standard small woodwind ensemble, such as woodwind quintet, saxophone quartet, clarinet choir or flute choir. Freshmen and sophomores register for MUEN 123; juniors and seniors register for MUEN 323; graduate students register for MUEN 523.

May be repeated for credit.

**Credits: 1**

### **MUEN 524 Piano Chamber Ensemble**

A small ensemble with piano that may include any combination of instruments and/or vocalists. Freshmen and sophomores register for MUEN 124; juniors and seniors register for MUEN 324; graduate students register for MUEN 524.

May be repeated for credit.

**Credits: 1**

### **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 542 New Music Ensemble**

Performs new works by living composers with special emphasis on works by WOU composition students. The ensemble is composed of acoustic and electronic instruments and incorporates vocal and inter-media elements. Freshmen and sophomores register for MUEN 142; juniors and seniors register for MUEN 342; graduate students register for MUEN 542.

May be repeated for credit.

**Credits: 1**

### **MUEN 543 Guitar Ensemble**

Performs a variety of musical styles ranging from 21st century improvisational music to Black Sabbath. This ensemble is for advanced players only. Freshmen and sophomores register for MUEN 143; juniors and seniors register for MUEN 343; graduate students register for MUEN 543.

May be repeated for credit.

**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.

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 563 Latin Jazz**

Ensemble dedicated to the performance of Brazilian music. Concerts may focus on a particular artist, such as Pixinguinha, Cartola, Jobim or Ivan Lins; a single musical genre, such as choro, samba, bossa nova or MPB; or a historical period. Freshmen and sophomore register for MUEN 163, juniors and seniors register for MUEN 363; graduate students register for MUEN 563.

May be repeated for credit.

**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**

### **MUEN 572 Hemisphere Combo**

Focuses on the performance of original compositions, as well as arrangements that fit the theme of the Western Hemisphere Orchestra concert each term. Freshmen and sophomore register for MUEN 172, juniors and seniors register for MUEN 372; graduate students register for MUEN 572.

May be repeated for credit.

**Credits: 1**

### **MUEN 573 Singer/Songwriter Combo**

Designed for students who sing, write songs, and/or wish to develop their ability to make music in a small group that includes a singer. Repertoire may include original works, jazz standards, country music selections and/or songs from other popular music genres. Freshmen and sophomore register for MUEN 173, juniors and seniors register for MUEN 373; graduate students register for MUEN 573.

May be repeated for credit.

**Credits: 1**

### **MUEN 590 Ensemble**

Ad-hoc ensemble formulated for a particular term and/or a particular project that cannot be obtained through established ensembles. Freshmen and sophomore register for

MUEN 190, juniors and seniors register for MUEN 390; graduate students register for MUEN 590.

May be repeated for credit.

**Credits: 1**

### **MUEN 591 Ensemble Recording Engineer**

Students with advanced engineering skills may gain ensemble credit by serving as a recording engineer for ensembles requiring their services. Appointment is by permission of the ensemble instructor and upon recommendation of student's music technology instructor. Freshmen and sophomore register for MUEN 191, juniors and seniors register for MUEN 391; graduate students register for MUEN 591.

May be repeated for credit.

**Credits: 1**

### **MUEN 592 Staff Composer/Arranger**

Students with advanced composition skills may gain ensemble credit by serving as staff composer/arranger for ensembles requiring their services. Staff composers/arrangers will coordinate term projects with ensemble director and composition instructor at the beginning of the term. Appointment is by permission of the ensemble instructor and upon recommendation of student's composition instructor. Freshmen and sophomore register for MUEN 192, juniors and seniors register for MUEN 392; graduate students register for MUEN 592.

May be repeated for credit.

**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 105 Music Performance - American Vernacular Studies**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

### **MUP 110 Music Performance - Audio Production**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 115 Music Performance -  
Composition**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 120 Music Performance -  
Conducting**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 125 Music Performance -  
Instrumental**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 130 Music Performance -  
Vocal**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 135 Music Performance -  
Historical Performance**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 140 Music Performance -  
Juried**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Music major or minor

**MUP 205 Music Performance -  
American Vernacular Studies**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 105 exit jury

**MUP 210 Music Performance -  
Audio Production**

Private instruction.

May be repeated for credit.

**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 235 Music Performance -  
Historical Performance**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 135 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 305 Music Performance -  
American Vernacular Studies**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 205 exit jury

**MUP 310 Music Performance -  
Audio Production On-Campus**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 210 exit jury

**MUP 315 Music Performance -  
Composition**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 215 exit jury

**MUP 320 Music Performance -  
Conducting**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 220 exit jury

**MUP 325 Music Performance -  
Instrumental**

Private instruction.

May be repeated for credit.

**Credits: 2-4**

**Prerequisite:** Pass MUP 225 exit jury

**MUP 330 Music Performance -  
Vocal**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 230 exit jury

### **MUP 340 Music Performance - Juried**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 240 exit jury

### **MUP 405 Music Performance - American Vernacular Studies**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 305 exit jury

### **MUP 410 Music Performance - Audio Production On-Campus**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 310 exit jury

### **MUP 415 Music Performance - Composition**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 315 exit jury

### **MUP 420 Music Performance - Conducting**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 320 exit jury

### **MUP 425 Music Performance - Instrumental**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 325 exit jury

### **MUP 430 Music Performance - Vocal**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 330 exit jury

### **MUP 440 Music Performance - Juried**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass MUP 340 exit jury

### **MUP 605 Music Performance - American Vernacular Studies**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass graduate MUP  
audition

### **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 635 Music Performance - Historical Performance**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass graduate MUP  
audition

### **MUP 640 Music Performance - Graduate**

Private instruction.  
May be repeated for credit.  
**Credits: 2-4**  
**Prerequisite:** Pass graduate MUP  
audition

### **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**  
**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**  
**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUS 104 Music in Film**

This course will explore the powerful role that music, particularly classical music, plays in films both old and new. Topics such as dramatic narrative, irony, suspense, and the relationship between music and emotional connection will be discussed and analyzed.

**Credits: 3**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUS 105 Magic of Mozart**

Introduces traditional music elements such as melody, harmony, rhythm and form, explored through three Mozart operas: Don Giovanni, The Marriage of Figaro and The Magic Flute. These operas will be linked to the 18th century enlightenment.

**Credits: 3**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUS 107 Introduction to Music and It's 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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUS 111 Musicianship**

Introduction to the elements of musical composition, including chords, scales, rhythm and notation. No previous musical experience required.

**Credits: 3**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **MUS 120 Music Theory Fundamentals**

Introduction to basic knowledge and

skills that build musical competence: chord, scale, interval and key signature identities and relationships; notation literacy and keyboard proficiency; and aural skills, including singing and transcribing simple melodies and harmonies. First class for all music majors. Students may test out of this class to satisfy music core prerequisites. Students minoring in music may test out and replace these credits with music elective in consultation with an adviser.

**Credits: 1-6**

### **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 160 Digital Music Notation**

An introduction to music notation, computer notation software and basic midi implementation. Music majors must take this course for three terms. May be repeated for up to 3 credits.

**Credits: 1**

### **MUS 181 Voice Class I**

Essentials of singing, including tone production, diction, style and interpretation.

**Credits: 3**

**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 211 Music Theory I: Tonality**

Elements and principles of functional tonality, viewed from the perspective of American popular song and classical music from the common practice period: keys, scales, chords, chord function, chord notation, cadences, phrase structure and basic formal principles.

**Credits: 3**

**Prerequisite:** MUS 120 or consent of instructor

### **MUS 212 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 211 or consent of instructor

### **MUS 213 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 212 or consent of instructor

### **MUS 220 Improvisation**

Introduction to improvisation through melodic and rhythmic improvisation games, readings, discussions, listening, musical role-playing and technical drills.

**Credits: 2**

### **MUS 221 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**  
**Prerequisite:** MUS 120 or consent of instructor

### **MUS 222 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 221 or consent of instructor

### **MUS 223 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 222 or consent of instructor

### **MUS 224 Aural Skills IV**

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 223 or consent of instructor

### **MUS 225 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**  
**Prerequisite:** MUS 224 or consent of instructor

### **MUS 226 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**  
**Prerequisite:** MUS 225 or consent of instructor

### **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**  
**Prerequisite:** MUS 120 or consent of instructor

### **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 234 Piano Proficiency IV**

The study of solo repertoire and technical studies.  
**Credits: 2**  
**Prerequisite:** MUS 233 or consent of instructor

### **MUS 235 Piano Proficiency V**

The study of solo repertoire and technical studies.  
**Credits: 2**  
**Prerequisite:** MUS 234 or consent of instructor

### **MUS 236 Piano Proficiency VI**

The study of solo repertoire and technical studies.  
**Credits: 2**  
**Prerequisite:** MUS 235 or consent of instructor

### **MUS 241 Drumset Proficiency I**

Drum set study in a class setting.  
**Credits: 2**  
**Prerequisite:** MUS 111 or consent of instructor

### **MUS 242 Drumset Proficiency II**

Drum set study in a class setting.  
**Credits: 2**  
**Prerequisite:** MUS 241 or consent of instructor

### **MUS 243 Drumset Proficiency III**

Drum set study in a class setting.  
**Credits: 2**  
**Prerequisite:** MUS 242 or consent of instructor

### **MUS 250 Concert Attendance**

Concert attendance for music majors. May be repeated for credit. Pass-No Credit (P/NC) grading only.  
**Credits: 0**

### **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 304 Junior Recital**

Performance project designed and completed with faculty approval and supervision. Usually completed during the student's junior year. Student must be at the juried 300 level and concurrently enrolled in the specific MUP to present the recital. Eligible for the RP grade option.

**Credits: 0**

### **MUS 305 Junior Seminar**

Individual topics selected by participating music faculty that focus on integrating knowledge from the various musical sub-disciplines and/or address career preparation issues.

**Credits: 1**

**Prerequisite:** MUS 213

### **MUS 310 Women in Music**

Women's contributions to music from 1800 to the present will be presented from a variety of perspectives.

Performers, composers, conductors and arts supporters will be central to the material.

**Credits: 3**

### **MUS 311 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**

**Prerequisite:** MUS 213

### **MUS 312 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 serialism, constructivism, aleatoricism and eclecticism as well as other techniques developed by contemporary composers.

**Credits: 3**

**Prerequisite:** MUS 311

### **MUS 313 Music Theory VI: Analysis of 20th and 21st Century Literature**

Study of modern songwriting styles and techniques through analysis and composition.

**Credits: 3**

**Prerequisite:** MUS 312

### **MUS 314 Aural Skills VII**

The study of music through performance, listening, analysis and composing.

**Credits: 1**

**Prerequisite:** MUS 226

### **MUS 315 Aural Skills VIII**

The study of music through performance, listening, analysis and composing.

**Credits: 1**

**Prerequisite:** MUS 314

### **MUS 316 Aural Skills IX**

The study of music through performance, listening, analysis and composing.

**Credits: 1**

**Prerequisite:** MUS 315

### **MUS 320 Instrumental Conducting**

Techniques of conducting, including analysis of compositions conducted. The class serves as a laboratory for

live conducting experiences.

**Credits: 3**

**Prerequisite:** MUS 312

### **MUS 321 Choral Conducting**

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 322 Jazz Methods**

Teaches conducting and rehearsal technique for ensembles that perform repertoire that includes a rhythm section and may include American vernacular improvisation. Styles of music covered will include jazz, rhythm and blues, pop, Afro-Cuban and several Brazilian genres.

**Credits: 3**

**Prerequisite:** MUS 320

### **MUS 341 Pedagogy Studies-Piano**

Study and evaluation of various methods of piano pedagogy for beginners through advanced students. Practical application of the methods is required.

**Credits: 2**

### **MUS 343 Voice Culture**

Techniques and singing skills for students with appropriate musical understanding and who are predominantly instrumentalists so they may function effectively in the professional music field

**Credits: 3**

### **MUS 345 Careers in Music**

Career development, website design, concert planning and promotion, basic accounting principles, copyright issues and revenue streams for musicians.

**Credits: 3**

### **MUS 351 Accompanying**

Study of skills required for successful accompanying of instrumentalists and vocalists. Practical application of the techniques required.

**Credits: 2**

### **MUS 360 History of Western Classical Music I: 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**

### **MUS 361 History of Western Classical Music II: 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**

### **MUS 362 History of Western Classical Music III: 20th Century to Present**

A survey of significant composers, works and trends from the 20th century to the present.

**Credits: 3**

### **MUS 363 Ethnomusicology I**

Introduction to the discipline of ethnomusicology. Focus on the relationship of music and cultures. Will include specific study of selected world cultures.

**Credits: 3**

**Prerequisite:** MUS 213

### **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 363

### **MUS 367 Music in America I: 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 368 Music in America II: 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 369 Music in America III: 1969-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 371 Orchestration I**

Traditional and contemporary orchestration and instrumentation techniques for brass and woodwind instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued.

**Credits: 3**

**Prerequisite:** MUS 213

### **MUS 372 Orchestration II**

Traditional and contemporary orchestration and instrumentation techniques for string instruments. Emphasis on range, transposition, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued.

**Credits: 3**

**Prerequisite:** MUS 213

### **MUS 373 Orchestration III**

Traditional and contemporary orchestration and instrumentation techniques for percussion and voice. Emphasis on range, idiomatic solo writing, idiomatic ensemble writing and standard practices for various ensembles and genres. Student projects will be performed and critiqued.

**Credits: 3**

**Prerequisite:** MUS 213

### **MUS 380 Recording Session Preparation for Performing Musicians**

Course addresses aspects and challenges encountered by musicians performing in the recording studio. Students take part in actual recording sessions and will develop an understanding of how to prepare for recording sessions, as well as the typical protocol of recording their specific instrument.

One-hour lecture followed by two hours of recording. Music recorded depends on the type of instrumentalists/singers enrolled in the course.

**Credits: 3**

### **MUS 381 Introduction to Audio Production**

Overview of various facets of recording sound and music. Topics include the fundamentals of sound and acoustics, types of microphones, recording media, analog vs. digital audio, editing, mixing and mastering. Students receive hands-on training in a modern recording facility.

**Credits: 3**

### **MUS 382 Digital Music Production**

Introduction to Apple's Logic Pro 9 software. Students gain a comprehensive understanding of the software's layout and key features. Students also learn specific recording, editing and mixing techniques common to all DAWs (digital audio workstations). Students receive hands-on training in a modern recording facility.

**Credits: 3**



### **MUS 383 Advanced Music Production**

Puts the production skills acquired in MUS 382 into more extensive use. Students will take on substantial and challenging projects designed to improve their skills as music producers, mixers and sound designers.

**Credits: 3**

**Prerequisite:** MUS 382

### **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.

Eligible for the RP grade option.

**Credits: 0**

### **MUS 405 Senior Seminar**

Selected topics for study and discussion.

**Credits: 3**

**Prerequisite:** MUS 305

### **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 411 Contemporary Composition Techniques I**

An introduction to contemporary strategies, systems, methods, and techniques of composing music for various genre and mediums. Students will compose music that demonstrates basic contemporary techniques of melody, harmony, form, rhythm, density, texture, and orchestration.

Emphasis will be placed on composition techniques of the 20th and 21st centuries. Students will be able to identify significant contemporary composers, compositions, and compositional strategies through listening and score reading assessments. Students will utilize these compositional strategies in their own compositions, which will be performed and critiqued.

**Credits: 2**

**Prerequisite:** MUS 313

### **MUS 412 Contemporary Composition Techniques II**

Contemporary strategies, systems, methods, and techniques of composing music for various genre and mediums. Students will compose music that demonstrates basic contemporary techniques of melody, harmony, form, rhythm, density, texture, and orchestration. Emphasis will be placed on composition techniques of the 20th and 21st centuries. Students will be able to identify significant contemporary composers, compositions, and

compositional strategies through listening and score reading assessments. Students will utilize these compositional strategies in their own compositions, which will be performed and critiqued.

**Credits: 2**

**Prerequisite:** MUS 411

### **MUS 413 Contemporary Composition Techniques III**

Contemporary strategies, systems,

methods, and techniques of composing music for various genre and mediums. Students will compose music that demonstrates basic contemporary techniques of melody, harmony, form, rhythm, density, texture, and orchestration. Emphasis will be placed on composition techniques of the 20th and 21st centuries. Students will be able to identify significant contemporary composers, compositions, and compositional strategies through listening and score reading assessments. Students will utilize these compositional strategies in their own compositions, which will be performed and critiqued.

**Credits: 2**

**Prerequisite:** MUS 412

### **MUS 414 Jazz Theory**

Introduction to the elements of jazz arranging and composition, emphasizing jazz theory, harmony, melodic fluency, form, instrumentation, voicing, nomenclature, rhythm, ear-training and the jazz style.

Compositions and arrangements for jazz combos will be performed and critiqued when practical.

**Credits: 3**

**Prerequisite:** MUS 313

### **MUS 415 Jazz Arranging I**

Introduction to the elements of jazz arranging and composition for the jazz ensemble, emphasizing multiple-part voicings, jazz harmony, melodic fluency, form, instrumentation, nomenclature, rhythm, ear-training and the jazz style. Compositions and arrangements for big band sections and full big band will be performed and critiqued when practical.

**Credits: 3**

**Prerequisite:** MUS 414

### **MUS 416 Jazz Arranging II**

Advanced arranging and composition techniques for the big band with emphasis on counterpoint, five-part voicing, extended forms, shout sections, Latin jazz styles and advanced orchestration and instrumentation techniques. Compositions and arrangements will be performed and critiqued when

practical.

**Credits: 3**

**Prerequisite:** MUS 415

### **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 312

### **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 425 Keyboard Literature**

An overview of keyboard literature from Baroque, Classical, Romantic and 20th century periods. Activities include listening, study of style, performance practices and score

identification.

**Credits: 3**

### **MUS 428 Choral Literature**

Study of choral music's place, style and performance practice in each of the major Western European historical style periods. Includes examination of the choral genre in various world musics. Activities include listening, as well as studying representative scores.

**Credits: 3**

### **MUS 429 Literature for Instrumental Ensembles**

Research, inventory and selection of effective repertoire for the successful instrumental ensemble performer. Course concentrates on published music from the late 18th century to the present for modern orchestral and chamber ensembles.

**Credits: 3**

### **MUS 440 Performance Anxiety for Musicians**

Introduces the causes and effects of performance anxiety among musicians and seeks to provide methods for coping with the stresses of performance. The diverse needs of the participants will be of foremost importance.

**Credits: 3**

### **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 454 Vocal Pedagogy**

Introduction of methods and materials for teaching singing in a studio or small class. Attention to all elements of vocal production: respiration, phonation, resonance and articulation. Practical application of the methods is required.

**Credits: 3**

**Prerequisite:** Three terms of voice

lessons

### **MUS 455 Lyric Diction**

Essentials of diction for singers in English, Italian, German and French using I.P.A. symbols.

**Credits: 3**

### **MUS 460 Special Topics in Music History**

A cultural study of a historical, artistic, literary or philosophical movement, with focus on the role of music in that movement. Topic is unique to each offering.

May be repeated for credit.

**Credits: 2-3**

### **MUS 465 Special Topics In Music Theory**

Consideration of contemporary, historical and ethnographic musical practices. Each term will focus on one or more topics such as species counterpoint, orchestration, serial music, minimalism, non-Western structures or cross-cultural influences.

May be repeated for credit.

**Credits: 2-3**

### **MUS 472 Songwriting II**

Study of modern songwriting styles and techniques through analysis and composition.

**Credits: 3**

**Prerequisite:** MUS 312

### **MUS 473 Songwriting III**

Study of modern songwriting styles and techniques through analysis and composition.

**Credits: 3**

**Prerequisite:** MUS 472

### **MUS 514 Jazz Theory**

Introduction to the elements of jazz arranging and composition, emphasizing jazz theory, harmony, melodic fluency, form, instrumentation, voicing, nomenclature, rhythm, ear-training and the jazz style. Compositions and arrangements for

jazz combos will be performed and critiqued when practical.

**Credits: 3**

**Prerequisite:** MUS 313

### **MUS 515 Jazz Arranging I**

Introduction to the elements of jazz arranging and composition for the jazz ensemble, emphasizing multiple-part voicings, jazz harmony, melodic fluency, form, instrumentation, nomenclature, rhythm, ear-training and the jazz style. Compositions and arrangements for big band sections and full big band will be performed and critiqued when practical.

**Credits: 3**

**Prerequisite:** MUS 414

### **MUS 516 Jazz Arranging II**

Advanced arranging and composition techniques for the big band with emphasis on counterpoint, five-part voicing, extended forms, shout sections, Latin jazz styles and advanced orchestration and instrumentation techniques. Compositions and arrangements will be performed and critiqued when practical.

**Credits: 3**

**Prerequisite:** MUS 415

### **MUS 521 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 312

### **MUS 522 Music Media Production II**

Composing music for film and media with emphasis on film music history, dramatic conceptualization, orchestration, styles and genres. Underscore 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 523 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. Underscore 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 525 Keyboard Literature**

An overview of keyboard literature from Baroque, Classical, Romantic and 20th century periods. Activities include listening, study of style, performance practices and score identification.

**Credits: 3**

### **MUS 528 Choral Literature**

Study of choral music's place, style and performance practice in each of the major Western European historical style periods. Includes examination of the choral genre in various world musics. Activities include listening, as well as studying representative scores.

**Credits: 3**

### **MUS 529 Literature for Instrumental Ensembles**

Research, inventory and selection of effective repertoire for the successful instrumental ensemble performer. Course concentrates on published music from the late 18th century to the present for modern orchestral and chamber ensembles.

**Credits: 3**

### **MUS 540 Performance Anxiety for Musicians**

Introduces the causes and effects of performance anxiety among musicians and seeks to provide methods for coping with the stresses of performance. The diverse needs of the participants will be of foremost importance.

**Credits: 3**

### **MUS 553 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 560 Special Topics in Music History**

A cultural study of a historical, artistic, literary or philosophical movement, with focus on the role of music in that movement. Topic is unique to each offering.

May be repeated for credit.

**Credits: 2-3**

### **MUS 565 Special Topics In Music Theory**

Consideration of contemporary, historical and ethnographic musical practices. Each term will focus on one or more topics such as species counterpoint, orchestration, serial music, minimalism, non-Western structures or cross-cultural influences.

May be repeated for credit.

**Credits: 2-3**

### **MUS 572 Songwriting II**

Study of modern songwriting styles and techniques through analysis and composition.

**Credits: 3**

### **MUS 573 Songwriting III**

Study of modern songwriting styles and techniques through analysis and composition.

**Credits: 3**

### **MUS 606 Special Individual Studies**

This course is designed for graduate advanced individual study under the guidance of a designated faculty member.

May be repeated for credit.

**Credits: 1-3**

### **MUS 607 Seminar**

Terms and hours to be arranged.

May be repeated for credit.

**Credits: 1-15**

### **MUS 608 Workshop**

Terms and hours to be arranged.

May be repeated for credit.

**Credits: 1-15**

### **MUS 640 College Pedagogy in Music**

Curricular development, learning assessment, philosophical perspectives and practical issues studied through observation of and collaboration with WOU faculty in the delivery of undergraduate coursework. May be repeated for credit, when taken in conjunction with different undergraduate courses.

**Credits: 1-6**

**Prerequisite:** Consent of instructor

### **MUS 650 Concert Attendance**

Concert attendance for graduate music majors.

May be repeated for credit.

Pass-No Credit (P/NC) grading only.

**Credits: 0**

### **MUS 675 Introduction to Graduate Research**

Introduces students to formal and informal scholarly communication and research in music. Finding resources, reading and interpreting research and understanding and applying the principles of objective investigation will be the focus.

**Credits: 3**

### **MUS 680 Special Topics in Contemporary Musicology**

A musicology seminar designed to provide graduate students with an intense one-term examination of a musical style, period or philosophy from the last 125 years. The topic will change with each offering in order to address the diverse interests and needs of the student body. Degree candidates must take three consecutive terms of MUS 680.

May be repeated for up to 3 credits.

**Credits: 1**

### **MUS 685 Contemporary Readings in Music**

An investigation of contemporary writings in areas such as music criticism, comparative musicology, musical semiology and cognitive science.

**Credits: 3**

### **MUS 690 Recording and Media Production**

Overview of technical and business concerns involved in professional recording. Course objectives include understanding the roles of recording engineers and producers, understanding basic technical processes to translate aesthetic intent to effective technical language and understanding expectations in the recording process. Degree candidates must take three consecutive terms of MUS 690. A maximum of three credits can be applied to the degree.

**Credits: 1**

### **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. Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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. Eligible for the RP grade option.

**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 Leading Organizational Change and 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 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 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.

Eligible for the RP grade option.

**Credits: 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 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. 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 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 integrated into three separate two-hour blocks of active

learning per week.

**Credits: 4**

**Prerequisite:** MTH 111 or above; MTH 112 preferred

**Corequisite:** PH 201L

**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

**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

**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 251

**Corequisite:** PH 211L

### **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 252 (may be taken concurrently) and PH 211

**Corequisite:** PH 212L

### **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

### **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 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**

### **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**

**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**

**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**

**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**

**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**

**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**

**Integrating Knowledge** Science, Technology, and Society

### 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**

**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**

**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**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

**Note:** Three to six hours of lower-division philosophy recommended as background for upper division courses.

### PHL 311 Ancient and Medieval Philosophy

History of philosophical thought of the ancient Greek, Roman, and Medieval periods.

May be repeated once for credit, if content is different.

**Credits: 4**

### 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**

### 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 320 Happiness

Systematic philosophical analysis of the concept of happiness. Questions that will be explored are: What does it mean to be happy? What is the relationship between happiness and morality? Can a deeper and richer conception of happiness and with it of morality, be restored to our contemporary conceptual scheme?

**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**

### PHL 322 19th-Century Philosophy

Covers major figures of 19th-century philosophy.

May be repeated once for credit, if content is different.

**Credits: 4**

### PHL 323 Continental Philosophy

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**

### **PHL 361 Metaphysics: Theory of Being**

Survey of representative issues and theories regarding the fundamental principles and structure of reality, including such topics as mind-body relation and mind-brain relation, nature of life, nature of matter and reality as a whole.

**Credits: 4**

### **PHL 362 Epistemology: Theory of Knowledge**

Survey of representative issues and theories in the philosophical study of human knowledge and its foundations.

**Credits: 4**

### **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**

### **PHL 370 Philosophy of Science**

Philosophical investigation of theoretical issues of science and scientific methodology, such as scientific explanation, structure of theories, nature of scientific laws, revolutions in science and the distinction between observation and theory.

**Credits: 4**

### **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 382 Philosophy of Music**

Application of general theories in aesthetics to the specific artistic genre of music and examination of philosophical problems raised by music. Topics include: the nature and definition of music, the nature of aesthetic musical experience, the issue of the objectivity or subjectivity of aesthetic value of musical works and musical performances, metaphysical issues about what a musical work is and the issue of authenticity in musical performance.

**Credits: 4**

### **PHL 398 Special Studies A**

Course covering areas in ethics, value theory, aesthetics and related areas.. It may also include study of the work of a specific philosopher or school. Terms and hours to be arranged.

May be repeated for up to 12 credits, if content is different.

**Credits: 1-6**

### **PHL 399 Special Studies B**

Covers areas of metaphysics, epistemology, language, science, logic and related areas. It is offered from time to time as a regular three hour course with a special topic. May include study of the work of a specific philosopher or school. Terms and hours to be arranged.

May be repeated for up to 12 credits, if content is different.

**Credits: 1-6**

### **PHL 405 Senior Tutorial in Philosophy**

Capstone of undergraduate coursework in philosophy: research, senior essay, presentation, critique and response to critique. For seniors with a major or minor in philosophy or a major in humanities with a concentration in philosophy.

**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**

### **PHL 407 Seminar**

Terms and hours to be arranged.

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**

**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**

**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**

**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**

**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**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **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**

### **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**

**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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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 the Oregon Legislature, city councils, legal offices, political campaign or interest group activities.

Eligible for the RP grade option.

**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

**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

### **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**

### **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 global AIDS pandemic, malaria and malnutrition. Students will learn about the major international institutions and programs designed to improve global health, such as the World Health Organization, the World Food Program, UNICEF and the United Nations Millennium Development Goals.

**Credits: 4**

### **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**

**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**

### **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**

**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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

#### **PS 444 National Security**

Introduction to national security with an emphasis on theoretical background and historical and contextual influences upon national and human security issues. Includes an introduction to the U.S. national security policymaking establishment and examination of traditional and newly emerging issues in national and human security.

**Credits: 4**

#### **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

#### **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**

**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 460 Government and Politics of Asia**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected Asian nations.

**Credits: 4**

**Prerequisite:** PS 203 and PS 204 or consent of instructor

#### **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 462 Politics and Government of Europe**

A comparative study of political cultures, ideologies, governments and contemporary issues in selected European nations. A consideration of the problems and possibilities of regional integration.

**Credits: 4**

**Prerequisite:** 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 478 Political Fiction 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 the political novel and film.

**Credits: 4**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **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 481 International Law**

An introduction to the principles, sources and basic concepts of international law. Issues to be covered will be the creation and evolution of international law, its nature and sources and its relation with states, individuals and international organizations.

**Credits: 4**

**Prerequisite:** PS 203 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**

**Prerequisite:** PS 203 or consent of instructor

### **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 492 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**

**Integrating Knowledge** Citizenship, Social Responsibility, and Global Awareness

### **PS 493 International Organizations**

An advanced study of global problems (war, human rights, economic development) and organizations designed to alleviate them.

**Credits: 4**

**Prerequisite:** PS 203 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 497 U.S. Foreign Policy**

A consideration of the origin, character and consequences of American foreign policy with an emphasis on policymaking and issues since 1945.

**Credits: 4**

**Prerequisite:** PS 201 and PS 203 or consent of instructor

### **PS 498 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**

**Prerequisite:** PS 201 and PS 203 or consent of instructor

### **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 201 General Psychology**

A study of the science of human

behavior and experience. Areas covered may include: research methods, biological bases of behavior, learning, memory, perception, cognition and development.

**Credits: 4**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **PSY 202 General Psychology**

A study of the science of human behavior and experience. Areas covered may include: consciousness, personality, health psychology, motivation, intelligence, abnormal behavior, psychotherapy and social psychology.

**Credits: 4**

**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 301 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 201 and PSY 202 (or equivalent)

### **PSY 310 Building Resilience in Children**

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**

**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 201 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 201 and PSY 202 (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 201 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 202; PSY 201 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 201 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 201 and PSY 202 (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 201 or PSY 218 (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 201 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 201 and PSY 202 (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  
Eligible for the RP grade option.

**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 an "at risk" middle school or high school student. Mentors help students develop skills for academic success, emotional and social growth and provide a forum for developing problem-solving approaches to concerns and issues. Students receive training on the mentoring process, goal-setting and communication. Does not apply toward a psychology major/minor.

**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 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 201 and PSY 202 (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 201 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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 challenge 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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 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 201 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 301 and MTH 105 or higher 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 201 and PSY

202 (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 201 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 201 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 201 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 201 and PSY 202

### **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 201, PSY 202 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 201, PSY 202 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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (or equivalent) or consent of instructor; PSY 423 recommended

### **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 challenge 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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 and PSY 202 (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 201 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.

**Credits: 4**

**Prerequisite:** PSY 201, PSY 202 and PSY 311 (or equivalent)

### **PSY 587 Cross-Cultural Psychology**

Study of the relationship between culture and psychological functioning.

**Credits: 4**

**Prerequisite:** PSY 201 and PSY 202

### **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 201, PSY 202 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 201, PSY 202 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**

**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**

**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**

**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 209 Practicum I**

First supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession.

**Credits: 1-3**

**Prerequisite:** Consent of program coordinator

## **RC 309 Intermediate Practicum II**

Second supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession.

**Credits: 1-3**

**Prerequisite:** Consent of program coordinator

## **RC 407 Seminar**

Terms and hours to be arranged. May be repeated for up to 16 credits.

**Credits: 1**

## **RC 409 Advanced Practicum III**

Third or advanced supervised field experience designed for undergraduate students exploring the rehabilitation counseling profession. May be repeated for up to 15 credits.

**Credits: 1-3**

**Prerequisite:** Consent of program coordinator

## **RC 422 Medical and Functional Aspects of Disability in Rehabilitation**

Overview of medical and functional aspects of disability in rehabilitation. Examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings. Overview of environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various

diseases and health issues resulting in disability.

**Credits: 3**

## **RC 432 Psychosocial and Environmental Aspects of Disability**

Analysis of the psychological and social impact of disability from an individual, family, community and environmental perspective. Developmental issues related to disability will be explored.

**Credits: 3**

## **RC 475 Hearing Loss and Assistive Technology**

Provides an understanding of the impact of hearing loss on access to oral/aural communication. Exposes students to a wide range of technology that can improve communication access for individuals experiencing hearing loss across a variety of settings (e.g., employment, education, postsecondary, home and recreation). Samples of assistive listening, speech-to-text, telecommunication, alerting devices will be demonstrated.

**Credits: 1**

## **RC 476 Professional Identity in Rehabilitation Counseling**

Provides an overall orientation to graduate studies in the rehabilitation and mental health counseling (RMHC) program at WOU. Students will have opportunity to learn about both state and national professional organizations as well as counselor licensure and certification programs.

**Credits: 1**

## **RC 490 Professional Issues: Rehabilitation Counseling with Deaf Clients**

Discussion of specialized issues found in vocational counseling with deaf, deafblind and hard of hearing individuals. Students gain an understand of the psychological, social and vocational implications of having a hearing loss. Review of the rehabilitation service system's response to the unique needs of

people who are deaf or hard of hearing.

**Credits: 3**

### **RC 507 Seminar**

Terms and hours to be arranged.

**Credits: 1**

### **RC 522 Medical and Functional Aspects of Disability in Rehabilitation**

Overview of medical and functional aspects of disability in rehabilitation. Examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings. Overview of environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various diseases and health issues resulting in disability.

**Credits: 3**

### **RC 575 Hearing Loss and Assistive Technology**

Provides an understanding of the impact of hearing loss on access to oral/aural communication. Exposes students to a wide range of technology that can improve communication access for individuals experiencing hearing loss across a variety of settings (e.g., employment, education, postsecondary, home and recreation). Samples of assistive listening, speech-to-text, telecommunication, alerting devices will be demonstrated.

**Credits: 1**

### **RC 576 Professional Identity in Rehabilitation Counseling**

Provides an overall orientation to graduate studies in the rehabilitation and mental health counseling (RMHC) program at WOU. Students will have opportunity to learn about both state and national professional organizations as well as counselor licensure and certification programs.

**Credits: 1**

### **RC 590 Professional Issues: Rehabilitation Counseling with Deaf Clients**

Discussion of specialized issues found in vocational counseling with deaf, deafblind and hard of hearing individuals. Students gain an understand of the psychological, social and vocational implications of having a hearing loss. Review of the rehabilitation service system's response to the unique needs of people who are deaf or hard of hearing.

**Credits: 3**

### **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**

### **RC 609 Practicum**

Provides an opportunity to apply basic counseling skills in a relatively safe environment. Will meet weekly and includes analysis and feedback regarding students' counseling skills development as well as peer review. May be repeated twice for credit.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 610 Internship**

Students perform two full terms (9 credits per term) of on-site placement with a state or community rehabilitation counseling agency or social service agency charged with meeting the specific rehabilitation needs of clients. Total internship of 18 credits, which includes 600 hours of counselor-in-training experience and 240 hours of direct client contact. CRC supervision is a required portion of internship experience.

May be repeated for up to 20 credits.

**Credits: 10**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 611 Counseling And Helping Relationships**

Study of problem-management counseling approach to counseling that can be applied to numerous disciplines in rehabilitation counseling when working with clients who are deaf or who have disabilities.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 612 Theory and Techniques of Counseling**

Overview of a variety of contrasting theoretical counseling models underlying both individual and group practice in counseling. Emphasis is placed on the appropriateness of selected theories when counseling persons with disabilities.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 613 Career Development Theories and Job Development and Placement Techniques**

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 RMHC program or consent of instructor

### **RC 620 Professional Orientation to Rehabilitation Services and Resources**

Introductory overview of the professional field of rehabilitation counseling. A historical context is used as a foundation for the way service is currently delivered. The steps involved in the development of the vocational rehabilitation case file and various

philosophical and service delivery models are reviewed. Practical tools and resources are taught and developed along with projects aimed at hands-on application.

**Credits: 3**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 621 Job Development, Placement and Retention**

Examines job development and placement techniques that assist individuals with disabilities in achieving and retaining meaningful employment. Transferable skills analysis, work-site modification, job readiness, job search skills, job coaching and work hardening will be explored. Focus on guiding persons with disabilities toward informed choice and personal vocational goal attainment.

**Credits: 3**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 625 Research And Program Evaluation**

Develops the required skills in research that are needed for evidence-based practice. Students gain knowledge and skills in the following areas: literature review; research critique; basic statistics; research methods; and ethical, legal and cultural issues related to research and evaluation.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC 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**

Increases student knowledge of background, theory and processes in groups. In addition, the student participates in 10 hours of group sessions to experience practical application of group theory and techniques facilitated by a counseling professional.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 631 Human Growth And Development Theories**

Provides an understanding of the nature and needs of individuals at all developmental levels, from birth to old age. Family systems will be explored. Topics include overview of the expanded family life cycle, explanation of Erikson's psychosocial developmental stages, introduction of family counseling theories and clinical application, use of genograms to track family history through the family life cycle.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 632 Medical & Psychosocial Aspects of Disabilities**

Overview of medical and functional aspects of disability in rehabilitation in addition to analysis of the psychological and social impact of disability from an individual, family, community perspective. Analysis of how persons with disabilities are affected by the psychosocial influences, cultural and spiritual beliefs, attitudes, values and environmental factors. Examines the most common illnesses and disabilities encountered for case management in rehabilitation-related settings. Overview of environmental/attitudinal barriers of various disabling conditions, focusing on young adult through mature adult populations; basic medical terminology, etiology, symptoms, diagnosis and treatment of various diseases and health issues

resulting in disability.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 633 Social And Cultural Foundation in Counseling**

Discussion of issues and dynamics when providing rehabilitation counseling across social, cultural and community lines. Students will explore the nature of society and culture and how these impact the rehabilitation counseling process. Students will examine their own cultural identity, attitudes and biases.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 634 Diagnosis/Treatment Planning and Psychopharmacology of Mental Disorder**

Broadens students' knowledge and conceptual understanding of diagnosis and treatment of mental illness in a counseling setting. Students learn how to read a psychological evaluation and make general diagnostic decisions using the current DSM. Focuses on the diagnosis of prevalent mental illness disorders encountered by rehabilitation and mental health counselors. General psychopharmacology will be integrated in the course.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **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 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 into awareness and ameliorate the effects of crisis and trauma exposure.

**Credits: 4**

**Prerequisite:** Acceptance to Rehabilitation and Mental Health Counseling program or consent of instructor

### **RC 645 Counseling in Addictive Behaviors**

This course will cover prevention and intervention with addictions, both substances and behavioral. This course will address etiology, assessment and models of treatment, with an emphasis on Stages of Change and Motivational Interviewing. Additional emphasis will be on systemic conceptualizations, both etiology and counseling individuals, couples and families dealing with addictive behaviors.

**Credits: 4**

**Prerequisite:** Acceptance to Rehabilitation and Mental Health Counseling program or consent of instructor

### **RC 650 Professional Counseling Orientation And Ethical Practice**

Overview of the professional and ethical principles applied to rehabilitation casework, organization policy and disability law. A counselor's responsibilities and duties will be explored in the context of the CRCC and other codes of ethics specific to the rehabilitation counseling field. Ethical decision-making models will be reviewed and applied.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 651 Professional Counseling Ethical Practice II**

This ethics class will incorporate a book that focuses on taboos and uncomfortable topics that therapists and therapists-in-training often avoid and the damaging myths underlying this avoidance.. The class will incorporate the book's model of learning encourages a mindful awareness of how we respond to the

complex, messy situations that occur in real life and emphasizes the need for openness, honesty, courage, and constant questioning, while respecting several professional code of ethics used in counseling.

**Credits: 2**

**Prerequisite:** Acceptance to Rehabilitation and Mental Health Counseling program or consent of instructor

### **RC 660 Case Management & Community Partnerships**

Examines strategies for providing effective and efficient case management services for persons with disabilities in a rehabilitation agency. Case and caseload management principles and systems within rehabilitation services will be explored. Contemporary issues faced by the rehabilitation counselor managing a caseload of clients who are deaf and/or have disabilities will be discussed and practiced. Crisis management tools and conflict resolution strategies as well as time-management principles will be examined.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 662 Assessment And Testing**

Examines the selection, administration and interpretation of various psychological, achievement and interest instruments used with persons who have disabilities or who are deaf or hard of hearing. Students will learn about various resources that are available in the rehabilitation community.

**Credits: 4**

**Prerequisite:** Acceptance to RMHC program or consent of instructor

### **RC 670 Professional Topics Seminar**

Students will explore information on enhancing their professional development in preparation for employment in the rehabilitation counseling and mental health counseling field.

**Credits: 2**

**Prerequisite:** Acceptance to RMHC 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 223 Introduction to Sociology: Theory**

A broad introduction to the discipline of sociology, synthesizing the contributions of classical authors and applying their insights to core concerns of the discipline. Focus is on the theoretical and historical dimensions of sociology in a multicultural context.

**Credits: 4**

**Exploring Knowledge:** Social, Historic, and Civic Perspectives

### **SOC 224 Introduction to Sociology: Research**

An introduction to the empirical practice of sociology, emphasizing research methods, applied perspectives and critical analysis.

**Credits: 4**

**Foundational Skills:** Critical Thinking

### **SOC 225 Social Problems**

Critical analysis of contemporary U.S. society and selected social problems such as poverty, racism, sexism, environmental degradation and globalization. Causes and consequences of problems are examined.

**Credits: 4**

**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 society.

**Credits: 3**

### **SOC 300 Proseminar**

Advanced (required for majors) introduction to sociology as an academic and professional pursuit. Includes preparation for senior thesis.

**Credits: 4**

### **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 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 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 327 Social Research Methods**

The development of social research; the nature of scientific inquiry and basic methods and techniques; examination of representative studies from the standpoint of methodology; the utilization of basic skills.

**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**

**Prerequisite:** SOC 327 (or equivalent)

### **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**

### **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 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 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 492 Senior Seminar I**

A research-oriented seminar.

**Credits: 4**

**SOC 493 Senior Seminar II**

A research-oriented seminar.

**Credits: 4**

**SOC 494 Senior Seminar III**

A research-oriented seminar.

**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 101 First Year Spanish I**

Fast-paced introduction to the four communication skills: listening, speaking, reading and writing. Basic Spanish grammar, simple tense conjugations and vocabulary. Proficiency developed through activities within the contexts of the Hispanic cultures of Latin America and

Spain. Conducted in Spanish.

**Credits: 4**

**Foundational Skills:** Communication and Language

### **SPAN 102 First Year Spanish II**

Accelerated development of the four skills with essential Spanish grammar, simple conjugations and further vocabulary. Develop writing skills through compositions and learn to apply concepts within a variety of social and cultural contexts.

**Credits: 4**

**Prerequisite:** SPAN 101 (or

equivalent) or consent of instructor

**Foundational Skills:** Communication and Language

### **SPAN 103 First Year Spanish III**

Builds on Spanish 101/102 skills, with further instruction in grammar, vocabulary, pronunciation and conversation and deeper study of Hispanic culture. Emphasis on contrast of preterite/imperfect tenses, commands and overview of the subjunctive mood.

**Credits: 4**

**Prerequisite:** SPAN 102 (or

equivalent) or consent of instructor

**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**

**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

**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

**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

**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**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **SPAN 215 Intermediate Spanish Conversation**

Emphasizes oral proficiency through guided conversation, realistic scenarios, vocabulary building and 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**

**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**

**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

**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 301 or SPAN 317

**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 302 or SPAN 318

### **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

**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 consent of instructor

**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

**Foundational Skills:** Communication and Language

### **SPAN 318 Intermediate Spanish for Bilingual/Heritage Speakers II**

Focus on improving speaking, listening, reading and writing skills in Spanish; build vocabulary, learn advanced grammatical rules and terminology of Spanish grammar and gain a deeper understanding of Hispanic cultures.

**Credits: 4**

**Prerequisite:** SPAN 301 or SPAN 317

**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 302 or SPAN 318

### **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 Hispanic Culture and Civilization: Spain**

A cultural survey of Spain, including geography, history, politics, economics, religion and contemporary civilization. Conducted in Spanish.

**Credits: 4**

**Prerequisite:** SPAN 203

### **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 Survey of Peninsular Spanish Literature**

Survey of the literature of Spain from the Middle Ages to the 20th Century. Study of texts will be organized around broad themes to facilitate understanding and class discussion. Themes include religious and cultural conflict, deceit and self-deception, revolution and freedom, the supernatural or uncanny and the impact of the Spanish Civil War. Conducted in Spanish.

**Credits: 4**

**Prerequisite:** SPAN 203 or consent of instructor

### **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 317

### **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

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 Topics in Spanish Literature 18th and 19th Century**

Study of special issues and topics in Spanish literature and culture of the 18th and 19th centuries. Specific focus will be identified in online course listing. May be 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 415 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 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

### **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 texts, 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 analyze issues represented in films produced in Spanish-speaking countries in the last 50 years, along with critical readings about historical events and current issues in those societies. Students will study film representations of dictatorships, war and violence, women's roles and chauvinism ("el machismo"), immigration and racism, and the changing family. Will examine how and why film genre and aesthetics facilitate the representation of those themes.

**Credits: 4**

### **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**

### **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**

### **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 104 ASL Enhancement for Experienced Signers**

Intensive ASL course for working interpreters focusing on receptive and expressive development in the use of ASL, including sentence types, advanced vocabulary, grammatical structures, non-manual grammatical markers, conversational behaviors and cultural appropriateness.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 105 ASL Enhancement for Fluent Signers**

Intensive ASL course for working interpreters focusing on development of advanced ASL communication skills, including complex sentence types, inflection and registers. Emphasis on grammatical sophistication and production fluency. Includes cultural values and beliefs that impact communication and appropriate bilingual/bicultural interaction.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 200 Careers in Human Services**

Survey of career opportunities in special education and rehabilitation. Content will include examination of educational programs and rehabilitation services that support individuals having disabilities. A special focus will be the various roles of persons employed in special education and rehabilitation.

**Credits: 3**

### **SPED 206 Introduction to the Process of Interpreting**

Introduces students to the profession and process of interpreting. Includes historical and contemporary perspectives of interpreting and bilingual/ bicultural interpreting and strategies to accurately receive, analyze, understand, compose and produce interpreted messages.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 207 Introduction to the Professional Aspects of Interpreting**

Introduces ethics and professional practices of interpreting, group theory, legal aspects, problem solving, conflict resolution and educational theory, child placement procedure and a collaborative approach to service delivery in educational settings.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 221 Interpreting Practice I**

Introduction to production aspects of interpretation. Introduces pre-interpreting exercises, group translations of ASL and English texts and consecutively interpreted dialogues and monologues. Students are introduced to team interpreting.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 222 Interpreting Practice II**

Production aspects of spontaneous interpreting/transliterating. Students incorporate linguistic and functional analyses into consecutive and simultaneous interpretations/transliterations. Students are introduced to relay and oral interpreting.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 250 Introduction to Comparative Linguistics**

Comparative/contrastive approach to the study of English and ASL. Focus on grammatically-acceptable ASL productions. Students will be introduced to the linguistic and culturally-based communication issues that influence the interpreting process.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 257 Introduction to Discourse Analysis**

Specialized discourse and vocabulary of specific content areas appearing in educational settings, including mathematics, science and computers.

**Credits: 3**

**Prerequisite:** By application only

### **SPED 261 Preparation for Mentorship**

Provides skills and knowledge and resources for less experienced or entry-level interpreters to become mentors. Focuses on theoretical models of mentorship and interpretation.

**Credits: 2**

**Prerequisite:** By application only

### **SPED 262 Preparation for Mentorship II**

Second course of three, prepares experienced interpreters with skills and knowledge to become mentors and resources for less experienced or entry level interpreters.

**Credits: 2**

**Prerequisite:** By application only

### **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 270 Educational Interpreting: Classroom Theory and Techniques I**

Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. First of a two-term sequence covering adaptation of environmental conditions and classroom activities for students experiencing communication and language related challenges due to a hearing loss.

**Credits: 3**

**Prerequisite:** Acceptance to Educational Interpreting program or consent of instructor

### **SPED 271 Educational Interpreting Skills I**

Introduces specialized techniques of

application to interpreting within the educational setting.

**Credits: 3**

**Prerequisite:** Acceptance to Educational Interpreting program or consent of instructor

### **SPED 275 Educational Interpreting: Classroom Theory and Techniques II**

Prepares instructional aides to serve hearing impaired students in both mainstreamed and residential settings. Second of a two-term sequence covering adaptation of content-related classroom activities and materials and basic tutoring and classroom management techniques.

**Credits: 3**

**Prerequisite:** SPED 270

### **SPED 281 Teaching American Sign Language**

Introduction to linguistic features of ASL as a base for second language instruction. Students study ASL on the levels of phonology, morphology, syntax, semantics and discourse. Includes a comparison of visual-gestural and vocal-auditory languages and the implications for teaching ASL to hearing students.

**Credits: 1-3**

**Prerequisite:** By application only

### **SPED 282 Teaching American Sign Language II**

Second in a series of three, focuses on theories of second language acquisition, the relationship of language to culture, strategies for second language instruction and current approaches to ASL teaching.

**Credits: 2**

**Prerequisite:** By application only

### **SPED 283 Teaching American Sign Language III**

Third in a series of three, focuses on the functions of assessment and evaluation principles in language learning. Students will investigate use and factors involved in designing assessment instruments, current approaches to language assessment,

available instruments for the assessment of ASL skills and diagnostic strategies to guide students toward more effective language learning.

**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/SPED 587. Students will demonstrate ability to apply teaching strategies. Students receive training in the prescribed teaching methods and demonstrate basic competency in the application of methods.

Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 487/SPED 587 and consent of instructor

### **SPED 402 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder**

Implementation of strategies learned in SPED 488/SPED 588. Strategies will be implemented with a student or with a small group of students with high functioning autism and/or Asperger Disorder. Students will complete a minimum of 30 total hours in an educational setting with students.

Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 488/SPED 588 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.

Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 489/SPED 589 and consent of instructor

### **SPED 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 15 credits, if content is different.

Eligible for the RP grade option.

**Credits: 1-15**

**Prerequisite:** Consent of instructor

### **SPED 407 Seminar: Special Education**

Terms and hours to be arranged.

May be repeated for up to 3 credits, if content is different.

**Credits: 1-3**

### **SPED 408 Workshop**

Terms and hours to be arranged.

May be repeated for up to 15 credits, if content is different.

**Credits: 1-15**

### **SPED 409 Practicum**

Training.

May be repeated for up to 3 credits, if content is different.

Eligible for the RP grade option.

**Credits: 1-12**

**Prerequisite:** Consent of instructor

### **SPED 412 Laboratory Experience**

Practicum to acquaint pre-service and practicing teachers with programs for children and youth in various societal and educational agencies; summer practicums in preschool and elementary education; practicums in addition to student teaching in subject matter areas to meet certification requirements. Limited to six hours.

**Credits: 1-6**

### **SPED 417 Inclusive Practices in Education**

For students who are completing a minor in special education and/or those who may plan to enter a special education program at the graduate level. Includes the history of general and special education in North America.

**Credits: 3**

### **SPED 418 Survey of Special Education**

Survey of models, theories and philosophies that form the basis for special education practice. An overview of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

**Credits: 3**

### **SPED 447 Partnerships in Special Education**

Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for communicating and collaborating with parents, family members and other professionals are presented.

**Credits: 3**

**Prerequisite:** SPED 418/SPED 518 or consent of instructor

### **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, SPED 586 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 587

### **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 588

### **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 589

### **SPED 501 ASD Practicum: Evidence-Based Teaching Methods and Strategies**

Field experience designed to follow completion of SPED 487/SPED 587. Students will demonstrate ability to apply teaching strategies. Students receive training in the prescribed teaching methods and demonstrate basic competency in the application of methods.

Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 487/SPED 587 and consent of instructor

### **SPED 502 ASD Practicum: Supporting Students with High Functioning Autism and Asperger Disorder**

Implementation of strategies learned in SPED 488/SPED 588. Strategies will be implemented with a student or with a small group of students with high functioning autism and/or Asperger Disorder. Students will complete a minimum of 30 total hours in an educational setting with students. Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 488/SPED 588 and consent of instructor

### **SPED 503 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). Eligible for the RP grade option.

**Credits: 1**

**Prerequisite:** SPED 489/SPED 589 and consent of instructor

### **SPED 507 Seminar: Special Education**

Terms and hours to be arranged. May be repeated for up to 3 credits, if content is different.

**Credits: 1-3**

### **SPED 509 Practicum**

Training.

May be repeated for up to 3 credits, if content is different.

Eligible for the RP grade option.

**Credits: 1-12**

**Prerequisite:** Consent of instructor

### **SPED 517 Inclusive Practices in Education**

For students who are completing a minor in special education and/or those who may plan to enter a special education program at the graduate level. Includes the history of general and special education in North America.

**Credits: 3**

### **SPED 518 Survey of Special Education**

Survey of models, theories and philosophies that form the basis for special education practice. An overview of the aspects of disabilities including legal, social and educational issues in the provision of education and related services from early intervention through transition to adulthood.

**Credits: 3**

### **SPED 547 Partnerships in Special Education**

Examines family systems and the unique challenges and concerns faced by parents of children having disabilities. Family rights and effective advocacy are presented. Strategies for



communicating and collaborating with parents, family members and other professionals are presented.

**Credits: 3**

**Prerequisite:** SPED 418/SPED 518 or consent of instructor

### **SPED 586 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 587 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, SPED 586 or consent of instructor

### **SPED 588 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 587

### **SPED 589 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 588

### **SPED 590 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 589

### **SPED 603 Thesis or Field Study**

Eligible for the RP grade option.

**Credits: 3-9**

**Prerequisite:** Consent of instructor

### **SPED 604 ASD Practicum: Assessment, Eligibility and Effective Consultation**

Designed to meet selected TSPC Specialization Autism Spectrum Disorder (ASD) standards and competencies. Candidates demonstrate competency in the application of instructional strategies learned in class, including understanding of the evaluation process by assisting in the completion of the required components for the assessment for the identification of an individual with ASD; training and

coaching skills. Candidates will complete a minimum of 60 total hours in an educational setting with student/adult learners.

Eligible for the RP grade option.

**Credits: 2**

**Prerequisite:** SPED 590 and consent of instructor

### **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: 3**

## **SPED 622 Literacy Methods for the Diverse Learner**

Evidence-based instructional strategies in reading and written expression, monitoring student progress, and making data-driven instructional decisions for students with disabilities.

**Credits: 3**

## **SPED 623 Behavior Support**

Examines literature and practice in planning and implementing school-wide systems of positive support for K-12 students. Emphasis on effective behavior management strategies for assisting students with special educational needs.

**Credits: 3**

## **SPED 625 Assessment for Instruction**

Basic assessment theory, assessment planning, criterion-referenced testing, curriculum-based assessment, formative and summative assessment, data collection and display and use of assessment data for instructional decision-making.

**Credits: 3**

## **SPED 628 Math Methods for the Diverse Learner**

Evidence-based instructional strategies in mathematics, monitoring student progress, and making data-driven instructional decisions for students with disabilities.

**Credits: 3**

## **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 moderate to severe disabilities. Focus on methodologies to accommodate individualized learning needs of students with moderate to severe disabilities including: inclusive practices, basic principles of

assessment, instruction, curriculum development, assistive technology, and augmentative and alternative communication.

**Credits: 3**

## **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 laws surrounding the education of students with disabilities.

**Credits: 3**

## **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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**Credits: 3**

**Prerequisite:** Consent of instructor

## **SPED 649 Clinical Experience III**

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.

Eligible for the RP grade option.

**Credits: 3**

**Prerequisite:** Consent of instructor

## **SPED 670 Collaboration: Supporting Exceptional Learners**

This course is designed to provide an analysis of collaboration and communication models. Focus on the influence of macro and micro level impacts on family, community resources, advocacy groups, policy, and other factors. Emphasis is placed on providing equitable services for school-aged individuals with disabilities and their families.

**Credits: 3**

## **SPED 682 Contemporary Issues in Special Education**

Students explore, analyze and synthesize available knowledge and research on a range of issues relating to disability.

**Credits: 3**

## **SPED 687 Academic Field Experience**

Part-time placement for a minimum of one term in either an early intervention, elementary, middle, or high school special education setting. Under the direction of a mentor teacher and WOU supervisor. The teacher candidate assumes responsibility for the learning activities of child with disabilities.

Eligible for the RP grade option.

**Credits: 1-12**

**Prerequisite:** Consent of instructor

## **SPED 688 Low Incidence Field Experience**

Part-time placement for a minimum of one term in either an early intervention, elementary, middle, or high school special education setting. Under the direction of a mentor teacher and WOU supervisor. The

teacher candidate assumes responsibility for the learning activities of child with disabilities.

Eligible for the RP grade option.

**Credits: 1-12**

**Prerequisite:** Consent of instructor

### **SPED 689 Clinical Experience IV**

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 during this term.

Eligible for the RP grade option.

**Credits: 6**

**Prerequisite:** Consent of instructor

### **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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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**

### **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**

### **TA 110 Introduction to the Theatre Arts**

An introductory study of the theatre arts including theatre history, play analysis and production.  
**Credits: 3**  
**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**  
**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**

### **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: 3**

### **TA 166 Text Analysis**

Concentration in the process of reading, understanding, analyzing and interpreting play texts for production. 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 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.

**Credits: 3**

### **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.

**Credits: 3**

### **TA 251 Elements of Acting**

For non-majors and non-performance theatre majors. Exploration of the modern acting technique with a concentration of the basic elements of acting.

**Credits: 3**

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### **TA 252 Technical Theatre: Makeup**

Basic principles and processes of theatrical makeup, including demonstrations and daily practice.

**Credits: 3**

**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:** Acceptance to the BFA Acting Training Program or consent of 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: 3**  
**Exploring Knowledge:** Literary and Aesthetic Perspectives

**Credits: 3**  
**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:** Acceptance to the BFA Acting Training Program or consent of instructor

### **TA 264 Directing I**

Introduction to dramatic theories and techniques and their application to play direction.

**Credits: 4**

## TA 265 Acting I

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:** Acceptance to the BFA Acting Training Program or consent of instructor

## TA 290 Voice I

Introduction to the principles of Fitzmaurice Voicework with an emphasis on deconstructing 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:** Acceptance to the BFA Acting Training Program or consent of 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**

## 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.

**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**

**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**

**Prerequisite:** TA 244 or consent of instructor

## TA 348 Lighting Design

Basic principles and studio practice in lighting design.

**Credits: 4**

**Prerequisite:** TA 245 or consent of instructor

## 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 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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**Credits: 1-3**

**Prerequisite:** Consent of instructor

### **TA 357 Production Performance**

Performance in main stage or studio theatre productions.

May be repeated for credit.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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:** Acceptance to the BFA Acting Training Program or consent of instructor

### **TA 368 Masks**

Intermediate movement dynamics are explored through intensive character mask work in a conservatory/lab setting.

**Credits: 2**

**Prerequisite:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of instructor

### **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:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of 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:** Acceptance to the BFA Acting Training Program or consent of 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.

**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:** Acceptance to the BFA Acting Training Program or consent of 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

Capstone independent study to be determined for all majors by faculty adviser.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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.

Eligible for the RP grade option.

**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 121 College Writing I

A writing-intensive course introducing students to what writing is and how it functions within varied writing situations. Successful completion with a C- or better (or demonstrated competency) is required to take WR 122. Partially fulfills the general education foundational skills writing requirement.

**Credits: 4**

**Foundational Skills:** Writing

### WR 122 College Writing II

Building on the concepts of writing emphasized in WR 121, this writing course delves further into the work that writing and research do in the world and includes the completion of an original inquiry project. Partially fulfills the general education foundational skills writing requirement if passed with a grade of C- or better.

**Credits: 4**

**Prerequisite:** WR 121 with a grade of C or better or demonstrated competency

**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 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 122

**Exploring Knowledge:** Literary and Aesthetic Perspectives

### WR 300 Technical and Workplace Writing

Instruction and practice in professional workplace writing, with emphasis on genre, audience and collaboration.

**Credits: 4**

**Prerequisite:** Completed General Education writing requirement

**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

**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

**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.

**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.

**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.

**Credits: 4**

**Prerequisite:** Completed General Education writing requirement

### **WR 364 Topics in Creative Writing**

First course in techniques of creative writing in areas other than fiction or poetry. Specific focus will be identified each time course is offered.

Workshop.

**Credits: 4**

**Prerequisite:** Completed General Education writing requirement

### **WR 399 Special Studies**

May be repeated for up to 8 credits, if content is different.

**Credits: 4-8**

### **WR 400 Professional Writing in Global Contexts**

Instruction and practice in professional writing in cultural contexts, both domestic and international.

**Credits: 4**

**Prerequisite:** WR 122

### **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:** WR 122

**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:** WR 122

### **WR 405 Professional Concerns**

Course prepares students for job search by familiarizing them with employment documents (e.g. cover letters, portfolios, resumes) and interpersonal employment conventions (e.g., in-person and distance interviews, social media, elevator pitches, career fairs).

**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.

Eligible for the RP grade option.

**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  
**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 and LING 315 or consent of instructor

### **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**

**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 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 and LING 315 or consent of instructor

### **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 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 4,070 undergraduates and 484 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/](http://wou.edu/salem/)  
(503) 838-8271

WOU:Salem is located in South Salem, 10 minutes from Oregon's state capitol and 25 minutes from the Monmouth campus. WOU:Salem serves the region's working adults with flexible, convenient and relevant course offerings.

Beginning in fall 2019, the Organizational Leadership, M.A. and the Liberal Studies, B.A.S. are offered at this location. The B.A.S. in Liberal Studies provides a streamlined path to a four year degree for those who hold associate of applied science (A.A.S.) degrees in career- or technical-related fields.

### **Western Online**

(503) 838-8042

Western Oregon University offers courses in a range of academic areas through the University's online learning management system. Students can complete program requirements in the following programs online: MA in Interpreting Studies, M.S. Ed. in Information Technology, M.S. Ed. in Deaf and Hard of Hearing Education, M.A. in Criminal Justice, B.A. or B.S. in Criminal Justice, B.A., B.A.S. or B.S. in Psychology.

### **Willamette Promise** (high school students)

[wou.edu/willamettepromise/](http://wou.edu/willamettepromise/)  
(503) 540-4420

Willamette Promise provides opportunities for Oregon's public high school students to earn WOU credits through our state-approved Assessment-Based Learning program.

## WOU Board of Trustees

**Zellee Allen**

Monmouth, June 30, 2022

**Cecelia Koontz**

Monmouth, June 30, 2022

**Linda Herrera**

Salem, June 30, 2022

**Jaime Arredondo**

Salem, June 30, 2022

**Leah Mitchell**

Salem, June 30, 2022

**Betty Komp**

Gates, June 30, 2025

**Susan Castillo**

Eugene, June 30, 2024

**Jerry Ambris**

Salem, June 30, 2023

**Malissa Larson**

WOU Staff, June 30, 2022

**Dave Foster**

WOU Faculty, June 30, 2022

**Danielle Campbell**

WOU student, June 30, 2022

**Doug Morse**

Portland, June 30, 2022

**Jay D. Kenton**

Interim President

**Gale Evans**

Portland, June 30, 2022

## Interim President

**Jay D. Kenton (2021)**

B.S. 1981, M.Ed. 1989, Oregon State University

Ph.D. 2000, Portland State University

## President's Cabinet

**Gary L. Dukes (2004)**

Vice president, Student Affairs

B.S. 1985, Oregon State University

M. Ed. 1987, University of Vermont

Ph.D. 1994, University of Washington

**Ryan Hagemann (2015)**

Vice president and General Counsel

B.A. 1994, Whitman College

J.D. 2001, University of Oregon

**Tatyana Karaman (2018)**

Vice president, Finance and Administration

Law Degree. 1991, Far-Eastern State University, Russia

M.S. 1999, Ph.D., 2004, University of Wisconsin-Milwaukee

M.B.A. 2019, Louisiana State University-Shreveport

**Randi Lydum (2012)**

Executive director of Intercollegiate Athletics

B.S. 1990, M.S. Ed 1993, Western Oregon State College

**Erin McDonough (2013)**

Executive director, Advancement and WOU Foundation

B.S. 1998, Bentley University

**Rob Winningham (2000)**

Provost and vice president, Academic Affairs

Professor of Psychological Sciences

B.A. 1994, M.S. 1996, Western Washington University

Ph.D. 2000, Baylor University

**LouAnn Vickers (2006)**

Executive assistant to the president

## Deans and Associate Provosts

### **Michael Baltzley** (2011)

Associate provost, Academic Effectiveness  
B.S. 1997, Pennsylvania State University  
Ph.D. 2006, University of North Carolina-Chapel Hill

### **Kathleen Cassity** (2017)

Dean, College of Liberal Arts and Sciences; professor of English  
B.A. 1994, M.A. 1997, Ph.D. 2005, University of Hawaii at Manoa

### **Tina M. Fuchs** (1989)

Associate vice president; Dean of Students and Judicial Affairs;  
instructor  
B.A. 1985, Pacific University  
M.Ed. 1989, Western Washington University

### **Susanne C. Monahan** (2013)

Associate provost, Program Development  
B.A. 1987, Swarthmore College; A.M. 1988  
Ph.D. 1993, Stanford University

### **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

### **Hillary Fouts** (2020)

Dean, Graduate Studies and Research, professor of  
psychology  
B.A. 1997, B.S. 1997, Central Washington University  
Ph.D. 2002, Washington State University

### **Mark Girod** (2001)

Dean, College of Education; professor of education  
B.S. 1993, Western Oregon State College  
M.S. 1996, Western Oregon University  
Ph.D. 2001, Michigan State University

## Administrative Directors

### **Erin Baumgartner** (2008) director,

General Education. B.A. 1996,  
University of Kansas; Ph.D. 2002,  
University of Hawai'i-Mānoa

### **Carson Campbell** (2018), associate

vice president and deputy general  
counsel. B.A. 2000, Wake Forest; M.A.  
2002, Cornell University; J.D. 2007,  
Duke University

### **Rebecca Chiles** (2014), director,

Campus Public Safety. A.A. 1992,  
Bossier Parish College; B.A. 1995,  
University of Arkansas

### **Adry Clark** (2012), director, Service

Learning and Career Development.  
B.S. 1990, California State Polytechnic  
University, Pomona; M.S. 2002,  
California State University, Long  
Beach; Ph.D. 2014, Oregon State  
University

### **Amy Clark** (2015), registrar. B.A.

2002, Oregon State University

### **Gabe Dougherty** (2020), controller,

Accounting and Business Services.  
B.S. 2014, Western Oregon University

### **Robert A. Findtner** (1998), director,

Admissions. B.S. 1995, Western  
Oregon State College; M.E. 1997,  
Oregon State University

### **Marshall Guthrie** (2010), director,

Student Enrichment Program (Trio-  
SSS). B.A. 2001, University of Iowa;  
M.S. 2004, University of Central  
Missouri

### **Kella Helyer** (2015), director,

Financial Aid. B.S. 1990, Oregon State  
University

### **Anna D. Hernandez-Hunter** (1996),

director, Multicultural Student Services  
and Programs. B.A. 1996, Western  
Oregon State College

### **Hilary Holman-Kidd** (2019), director,

Academic Services and Resources.  
B.A. 2004, Portland State University;  
M.B.A. 2007, University of Phoenix

### **Rip Horsey** (2010), director, Campus

Recreation. B.S. 1990, University of  
Missouri; M.A. 2009, Gonzaga  
University

### **William Kernan** (2000), director,

University Computing Services. B.A.  
1980, Walla Walla College; B.S. 1987,  
Western Oregon State College

### **Malissa Larson** (2008), assistant vice

president, Student Affairs. B.S. 1997,  
M.S. 2005, Western Oregon University

### **Kristin M. Mauro** (2016), director,

Transfer Pathways. B.A. 1998,  
University of Iowa; M.A. 2001, Our  
Lady of the Lake University; Ph.D.  
2013, Iowa State University

### **David McDonald** (2005), associate

vice president for public affairs &  
strategic initiatives. Double B.S. 1998,  
University of Oregon; M.P.A. 1990,  
University of Washington

### **Erin McDonough** (2013), executive

director, Advancement and WOU  
Foundation. B.S. 1998, Bentley  
University

### **Camarie Moreno** (2017), director,

Budget and Planning. B.S. 2015,  
Western Oregon University

### **Patrick Moser** (1996), assistant vice

president, Student Affairs. M.Ed. 2010,  
Oregon State University

### **Michael Reis** (2020), director,

Academic Innovation. B.A. 2007,  
DePaul University, M.A. 2009,  
Graduate Theological Union, M.S.Ed.  
2015, University of Pennsylvania

### **Shondra Russell** (1999), director,

Upward Bound. B.S. 1998, University  
of Utah; M.Ed. 2003, Oregon State  
University

**Darin E. Silbernagel** (1989), treasurer, Finance & Administration. B.S. 1983, Oregon State University

**Michael Smith** (2017), director, Facilities Services. B.S. 1989, Cal State University Chico, M.A. 1994, Golden State University

**Judith J. Vanderburg** (1989), associate vice president, Human

Resources, Affirmative Action. B.S. 1991, Western Oregon State College; M.S. 1999, Western Oregon University

**LouAnn Vickers** (2006), executive assistant to the president

**Denise Visuaño** (1999), director, Publications and Creative Services. B.A. 1999, Western Oregon University;

M.S.Ed. 2017, Western Oregon University

**Niki Weight** (2018), director, Student Success & Advising. B.S. 2011, Brigham Young University; M.S. 2014, Kansas State University

**Albert Worotikan** (2016), director, Campus Dining. B.S. 1992, Oregon State University

## Athletic Directors and Head Coaches

**Alyssa Asay** (2017), head athletic trainer (volleyball, women's basketball, baseball). B.S. 2012 Oregon State University; M.S. Montana State University

**Kacey Bingham** (2018), head women's soccer coach. B.S. 2006, Arizona State University

**Arne Ferguson** (1993), head football coach. B.A. 1991, Western Oregon University

**Ed Garland** (2017), assistant athletic director for facilities and event management. B.S. 1987, University of Oregon

**Octavious Gillespie-Bennett** (2016), head men's & women's track & field/cross-country coach. B.A. 2003, University of California, Los Angeles

**Holli Howard-Carpenter** (2013), head women's basketball coach. M.A. 2008, California State University, Chico

**Randi Lydum** (2012), athletic director. B.A. 1990, Western Oregon State College; M.S. Ed. 1993, Western Oregon State College/Oregon State University

**Stacy Metro** (2018), head women's volleyball coach. B.S. 1994, Northern Michigan University

**Cori Metzgar** (2011), director, athletics sports performance, senior women's administrator. M.A. 2000, Western Michigan University

**Jasmine Miller** (2018), assistant athletic director, compliance and student services, B.S. 2018, M.S.E. 2020, Western Oregon University

**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

**Charles A. Alva** (1964-1985), Ed.D., professor emeritus, humanities

### B

**Frank Balke** (1972-2003), Ph.D., professor emeritus, modern languages

**Louis E. Balmer** (1977-1993), Ph.D., professor emeritus, education

**Neal Bandick** (1970-1999), Ed.D., professor emeritus, biology

**James A. Barnard** (1963-1998), Ph.D., professor emeritus, mathematics

**James H. Beaird** (1962-1993), Ed.D., professor emeritus, psychology

**Tom Bergeron** (1987-2018), D.M.A., professor emeritus, music

**Hermas J. Bergman** (1966-1985), Ph.D., professor emeritus, history

**Hank Bersani** (1999-2012), Ph.D., professor emeritus, special education

**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

**William E. Burke** (1968-1978), Ph.D., professor emeritus, physical education

### C

**Joseph R. Caligure** (1966-1992), M.S., assistant professor emeritus, health and physical education

**Dale Cannon** (1977-2003), Ph.D., professor emeritus, philosophy

**Jon Carey** (1976-2011), Ed.M., associate professor emeritus, health and physical education; athletic director

**James Chadney** (1999-2005), Ph.D., dean emeritus, college of liberal arts and sciences

**Ronald L. Chatham** (1958-1961, 1962-1988), Ph.D., professor emeritus, social science

**Michael Cihak** (1986-2002), Ed.D., professor emeritus; vice president,

student affairs and enrollment management

**Gordon W. Clarke** (1968-1978), Ph.D., professor emeritus, humanities

**Eric Cooley** (1976-2011), Ph.D., professor emeritus, psychology

**Ross R. Cotroneo** (1966-1994), Ph.D., professor emeritus, history.

**Peter C. Courtney** (1984-2014), J.D., assistant professor emeritus, communication studies; assistant to president

**Bill Cowart** (1984-1995), Ph.D., professor emeritus, president

## D

**Merlin D. Darby** (1968-1991), Ed.D., professor emeritus, counseling and guidance; director, counseling center

**Susan Dauer** (1990-2011), Ph.D., professor emeritus, teacher education

**Richard Davis** (1964-2003), Ph.D., professor emeritus, theatre arts

**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

**Jean M. Ferguson** (1969-1971, 1972-1994), Ed.D., professor emeritus, education

**Claire Ferraris** (1999-2017), Ph.D., professor emeritus, communication studies

**Christine Ferris** (1988-2007), adjunct instructor emeritus, french

**Ronald D. Finster** (1971-1999), Ph.D., professor emeritus, economics

**Richard Forcier** (1972-1996), Ph.D., professor emeritus, secondary education

**Anne Fox** (1996-2004), Ph.D., associate professor emeritus, public services librarian

**John Freeburg** (1973-2003), M.S., associate professor emeritus, special education, Research and Resource Center with Deaf communities

**Beverly J. Freer** (1970-1993), Ph.D., professor emeritus, humanities

## G

**Patricia Gallagher** (1970-1992), Ed.D., professor emeritus, education

**Irja Galvan** (1998-2010), Ph.D., associate professor emeritus, biology

**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

**Beryl M. Green** (1960-1966, 1969-1988), Ph.D., professor emeritus, mathematics

## H

**Beverly Herzog** (1968-1999), Ph.D., professor emeritus, special education

**Vern D. Hiebert** (1959-1964, 1965-1988), M.S., associate professor emeritus, mathematics

**Kim Hoffman** (1981-2018), M.F.A., professor emeritus, art

**Betty P. Holdt** (1963-1995), Ed.D., professor emeritus, special education

**Solveig Holmquist** (1996-2011), D.M.A., professor emeritus, music

**Don Y. Hoskisson** (1971-2003), M.F.A., professor emeritus, art

**Elizabeth E. Hoyser** (1965-1968, 1970-1988), Ph.D., professor emeritus, education

**Gary L. Huxford** (1961-1966, 1969-1970, 1971-1994), Ph.D., professor emeritus, history

## J

**Majduddin Mohammed Jaffer** (1958-1989), M.S.Ch.E., associate professor emeritus, chemistry

**Elaina Jamieson** (1999-2011), M.F.A., associate professor emeritus, art

**Gary D. Jensen** (1987-2007), Ph.D., dean emeritus, library and media services

**Kenneth Jensen** (1976-2003), Ph.D., professor emeritus, anthropology

**Richard I. Jensen** (1969-1970, 1971-1995), Ed.D., associate professor emeritus, education

**J. Morris Johnson** (1969-1998), Ph.D., professor emeritus, biology

**Deborah Jones** (1991-2015), M.F.A., professor emeritus, dance

## K

**James Keesey** (1970), Ph.D., associate professor emeritus, psychology

**Linda Keller** (1998-2011), Ph.D., professor emeritus, special education

**Merle A. Kelley** (1970-2000), Ph.D., professor emeritus, psychology

**Bert Y. Kersh** (1960-1985), Ph.D., professor emeritus, psychology

**Alice Trower Kirk** (1988-2004), M.A.T., adjunct instructor emeritus, French

**L. James Kirk** (1963-1987), M.A., professor emeritus, art

**John W. Knight** (1989-2003) M.Ed., assistant professor emeritus, health



and physical education; track and cross country coach

**Norman Koch** (1968-1996), Ed.D., professor emeritus, education

**Laura Groves Kramer** (1989-2002), M.I.S., M.M., associate professor emeritus, collection development librarian

## L

**Marcelene Ling** (1976-1996), Ed.D., professor emeritus, education

**Judy M. Lovre** (1987-2005), M.Ed., assistant professor emeritus, health and physical education

## M

**Robert Main** (1968-1996), Ph.D., professor emeritus, mathematics

**Robert Martin** (1972-2002), Ph.D., professor emeritus, speech

**Harold (Skip) Mason** (1966-1991), M.S., associate professor emeritus, education; director of field services

**Mollie Mayhead** (1997-2019), Ph.D., professor emeritus, communication studies

**David McCorkle** (1962-1997), Ph.D., professor emeritus, biology

**Gail McCowen** (1986-2000), M.A., adjunct instructor emeritus, history

**Gloria J. Kianu McFadden** (1966-1971, 1972-1987), Ed.D., professor emeritus, education

**Lotte Larson Meyer** (1976-1998), associate professor emeritus, reference and serials librarian

**Richard E. Meyer** (1969-1997), M.A., professor emeritus, humanities

**John P. Minahan** (1985-2011), Ph.D., professor emeritus; president

**Mary "Karie" Mize** (2005-2015), Ph.D., associate professor emeritus, education

**Denis Moran** (1967-2003), Ph.D., professor emeritus, social science

**Ronald R. Morgali** (1967-1992), Ph.D., professor emeritus, mathematics

## O

**Sharon Oberst** (1987-2019), Ph.D., professor emeritus, theatre and dance

**Ernest M. Ogard, Jr.** (1966-1996), Ed.D., professor emeritus, social science

## P

**Robert Page** (1969-2000), M.F.A., professor emeritus, theatre

**Addyse Palagyi** (1987-2004), Ph.D., adjunct associate professor emeritus, theatre

**Anna M. Penk** (1973-1994), Ph.D., professor emeritus, mathematics

**Lewis A. Pennock** (1968-1993), Ph.D., professor emeritus, biology

**Sherry Perry** (1972-2003), B.S., assistant professor emeritus; budget director

**Michele Price** (1980-2013), M.A., director emeritus, study abroad

## R

**John Rector** (1987-2019), Ph.D., professor emeritus, history

**Helen M. Redbird-Smith** (1956-1957, 1958-1988), Ed.D., professor emeritus, social science

**Albert Redsun** (1969-1992), M.A.T., associate professor emeritus, education

**Gwenda Rice** (1990-2011), Ph.D., professor emeritus, teacher education

**Jacqueline L. Rice** (1969-1993), Ed.D., professor emeritus, health and physical education

**Leon Roland** (1985-2004), Ph.D., professor emeritus, mathematics

**Marion O. Rossi** (1965-1996), M.A., associate professor emeritus, humanities

**Jack C. Rye** (1970-1990), Ph.D., professor emeritus, administration

## S

**Victor E. Savicki** (1971-2003), Ph.D., professor emeritus, psychology

**Denvy Saxowsky** (2000-2015), M.S., adjunct instructor emeritus, 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

**Tracy Smiles** (2005-2015), Ph.D., professor emeritus, education

**Julia Smith** (1984-2016), Ph.D., professor emeritus, special education

**Joseph A. Soldati** (1972-1998), Ph.D., professor emeritus, English

**Richard Sorenson** (1969-1999), Ph.D., professor emeritus, music

**Lowell W. Spring** (1968-2003), Ph.D., professor emeritus, biology

**Carl W. Stevenson** (1986-2003), Ph.D., associate professor emeritus, criminal justice

**Peter Stone** (1968-1994), M.A.T., professor emeritus, art

**Cheryl Strand** (1989-2013), Ph.D., professor emeritus, Spanish

## T

**Kathryn Thompson** (1985-2011), Ph.D., professor emeritus, psychology

**Robert Tompkins** (1969-1995), Ph.D., professor emeritus, humanities

**Robert Turner** (1986-2008), Ph.D., associate professor emeritus, biology

## W

**Michael Ward** (1997-2015), Ph.D., professor emeritus, mathematics

**Maxine Warnath** (1962-1996), Ed.D.,  
professor emeritus, psychology

**Mark Weiss** (2005-2015), M.B.A.,  
administrator emeritus, president

**Helen E. Woods** (1985-2004), Ph.D.,  
professor emeritus, teacher education

**David Wright** (1985-2006), Ph.D.,  
professor emeritus, teacher education