

College of Education and Business



The College of Education and Business is home to Eastern's professional programs in Education, Business, and Physical Education and Health.

Approximately one-half of Eastern's graduates select majors, licensure, or certificate programs offered by the College. The faculty of the College is dedicated to serving Oregon and beyond through professional programs of instruction, research, and service. We have a special commitment to the educational needs of public schools and public school teachers, to business and corporation leaders, and to health promotion specialists in the eastern region of Oregon. The faculty of the College value the perspectives of current theory and practice as essential elements in all programs. Each program is grounded in substantial content subject mastery matched with practical applications such as practica, internships, and field placements.

In Teacher Education, the College offers undergraduate degrees in Multidisciplinary Studies for students preparing a strong liberal arts foundation for elementary teaching, a minor in Elementary Education and courses of study in ESOL and Reading. The MTE is a graduate program, preparing elementary and secondary teachers for initial licensure. The College also offers a Masters of Science degree; graduate endorsement preparation in Literacy, ESOL and Special Education; and continuing professional development for practicing teachers.

In Business, the College offers two degrees, Business Administration and Business/Economics, and a Business minor. The Business Administration degree is a professional program that has concentrations in Accounting, Marketing, International Business and Leadership Organization and Management. The Business/Economics degree is a collaborative degree with the College of Arts and Sciences with a liberal arts focus.

In Physical Education and Health, the College offers a baccalaureate degree in Physical Education & Health with concentrations in Physical Education and Health Studies. Minors in Physical Education and Health Studies are offered.

All programs within the College follow national accreditation guidelines and organizational principles. As a result, Teacher Education Programs are fully accredited through Oregon's Teacher Standards and Practices Commission, Business is accredited through the International Assembly for Collegiate Business Education. Because programs are rigorous and require a high degree of academic achievement and field application, competitive or selective admissions to the programs apply. Criteria for admissions include academic, professional, social, and personal competencies. Admission to professional programs usually occurs in the junior year.

Because the College offers high quality programs for professionals, graduates are highly valued by prospective employers.

Business

MISSION STATEMENT

Eastern Oregon University's College of Education and Business, Business Division is comprised of exemplary student-centered staff and faculty. We are dedicated to serving Oregon and beyond through professional business programs of instruction, research, and service. We have a special commitment to business educational needs in eastern Oregon through:

1. Demonstrating and encouraging innovative programs and instruction in business education.
2. Contributing, through research and practice, to the growing core of knowledge in the field of business.
3. Valuing each learner as a unique human being.

OBJECTIVES:

1. To prepare students to perform effectively and efficiently in business managerial positions so that they may accomplish their personal goals and objectives.
2. To produce graduates who possess an integrated knowledge of the functions and systems of business.
3. To produce students who have developed the strong personal and communication skills necessary to succeed in the business environment.
4. To develop a student with a refined curiosity about life and learning.

The Business Division at Eastern offers a Bachelor of Science in Business Administration, a Bachelor of Science in Business/Economics, and a minor in Business. Students must choose to major in either Business Administration or Business/Economics. They may not elect to get a major in both.

BACHELOR OF SCIENCE BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration with concentrations in Marketing; Leadership, Organization, and Management; International Business; and Accounting; is a professional program designed to prepare students for graduate school or entry level positions in management, marketing, accounting, and finance.

The program is designed to meet the educational needs of students who seek to enter the world of

business possessing a sound grounding in the formal skills and knowledge bases of the primary functional areas of business. The first three years of the program are structured to meet these needs. The senior year provides the opportunity for the business student to gain a specialized knowledge in one of four professional concentration areas: Marketing; Leadership, Organization and Management; International Business; or Accounting. This program emphasizes the use of practical applications of business concepts and technology.

This degree program is offered on the Eastern campus, through the Division of Distance Education, through Eastern Oregon Community College Consortium, and through the Portland Metro Center. Students must have a grade of C- or better in all required courses to be eligible to graduate with this degree.

BUSINESS ADMINISTRATION PROGRAM REQUIREMENTS

Lower Division Core

- BA 101** Introduction to Business and the Global Environment (3) (required for first year students only)
 - BA 211** Financial Accounting (4)
 - BA 213** Managerial Accounting (4)
 - BA 225** Report Writing (4)*
 - BA 254** Business Law (4)
 - ECON 201** Principles of Microeconomics (5)
 - ECON 202** Principles of Macroeconomics (5)
- *Satisfies lower division writing requirement

Required skill courses

- Principles of Statistics (200 level or above)
- College Algebra or above
- Expository Writing

Upper Division Core Courses

All business administration students will complete all upper division core courses or their equivalent. Equivalent courses will be at the 300 or 400 level.

- BA 312** Principles of Marketing (5)*
 - BA 321** Principles of Management (5)*
 - BA 313** Principles of Finance (5)
 - BA 325** Information Management (3) (prereq-computer skills at the level of an Intro to Business Data Processing course.)
 - BA 411** Business Ethics & Regulation (3)
- *Satisfies upper division writing requirement

Concentrations

Upon completion of the upper division core, students

will choose from four concentrations within the Business Administration degree program: Marketing; Leadership, Organization, and Management; International Business; or Accounting. Concentrations are normally completed in the senior year of a student's program. Credit within the concentration may, with adviser approval, be met via APEL. BA 490 Senior Project serves as the concentration capstone.

MARKETING

The purpose of the marketing concentration is to prepare students for careers in marketing and public relations. Possible career areas to explore include: Advertising, Public Relations, Retailing, E-commerce, Market Research, and Product Management.

Required:

- BA 490** Senior Project (5) (capstone)
- BA 498** Business Policy and Strategy (5)

Electives: 15 credits. Students may select from the following list or other approved marketing courses:

- BA 450** Retailing (5)
- BA 464** Promotional Strategy (5)
- BA 465** Consumer Behavior (5)
- BA 485** International Marketing (5)

LEADERSHIP, ORGANIZATION, AND MANAGEMENT

The purpose of the leadership, organization, and management concentration is to prepare students for entry-level supervisory positions in both for profit and not-for-profit organizations as well as prepare students for starting and running their own business. Possible career areas to explore include: Personnel Management, Recreational Management, Hospital Administration, Operations Management, Non-Profit Administration, Small Business Management.

Required:

- BA 490** Senior Project (5) (capstone)
- BA 498** Business Policy and Strategy (5)

Electives: 15 credits. Students may select from the following list or other approved management courses:

- BA 460** Entrepreneurship (5)
- BA 461** Organizational Behavior (5)
- BA 482** Project Mgt, Planning & Control (5)
- BA 487** International Management (5)

INTERNATIONAL BUSINESS

The purpose of the international business concentration is to prepare students for careers with companies with an international focus. Possible career areas to explore include: International Trade, International Business Management, Foreign Exchange, and International Marketing.

Required:

- BA 490** Senior Project (5) (capstone)
- BA 498** Business Policy and Strategy (5)

Electives: 15 credits. Students may select from the

following list or other approved courses or international experience:

- BA 485** International Marketing (5)
- BA 487** International Management (5)
- BA 486** International Finance (5)

ACCOUNTING

The purpose of the accounting concentration is to prepare students for careers in public accounting, corporate accounting, or not-for-profit organizations.

BA 211 and BA 213 are prerequisites for this concentration.

- BA 333** Individual Income Tax (5)
- BA 383** Intermediate Accounting I (5)
- BA 384** Intermediate Accounting II (5)
- BA 385** Intermediate Accounting III (5)
- BA 428** Auditing (5)
- BA 419** Advanced Accounting (5) (capstone)
- BA 421** Cost Accounting (5)

Accounting CPA Track--add to Accounting Concentration

- BA 334** Corporate Tax (3)
- BA 420** Non-Profit Accounting (3)

Courses in the upper division Accounting Concentration may be replaced by equivalent courses from other colleges with adviser approval. Upper division requirements may not be met at the 100 or 200 level.

**TYPICAL FOUR -YEAR PLAN:
ACCOUNTING
CONCENTRATION**

YEAR 1

| | |
|---|-----------|
| BA 101 Introduction to Business and the Global Environment | 3 |
| BA 131 Business Data Processing | 3 |
| WR 121 Expository Writing | 4 |
| Math 111 or 241 | 4 |
| GEN ED electives | <u>32</u> |
| | 46 |

YEAR 2

| | |
|-------------------------------------|-----------|
| BA 225 Report Writing | 4 |
| BA 254 Business Law | 4 |
| BA 211 Financial Accounting | 4 |
| BA 213 Managerial Accounting | 4 |
| ECON 201 Microeconomics | 5 |
| ECON 202 Macroeconomics | 5 |
| GEN ED electives | <u>20</u> |
| | 46 |

YEAR 3

| | |
|--|---|
| BA 321 Principles of Management | 5 |
| BA 312 Principles of Marketing | 5 |
| STAT 315/316 Statistics | 5 |
| BA 313 Principles of Finance | 5 |
| BA 325 Information Management | 3 |
| BA 383 Intermediate Accounting I | 5 |
| BA 384 Intermediate Accounting II | 5 |
| BA 385 Intermediate Accounting III | 5 |
| BA 411 Business Ethics and Regulation | 3 |

| | |
|--|-----------|
| Electives | 5 |
| | 46 |
| YEAR 4 | |
| BA 333 Individual Income tax | 5 |
| BA 334 Corporate Tax* | 3 |
| BA 419 Advanced Accounting | 5 |
| BA 420 Not-for-Profit Accounting* | 3 |
| BA 428 Auditing | 5 |
| BA 421 Cost Accounting | 5 |
| BA 411 Business Ethics and Regulation | 3 |
| Electives | <u>21</u> |
| | 50 |

*Recommended for students planning on taking the CPA exam.

TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.

| | |
|---|-----------|
| YEAR 1 | |
| BA 101 Introduction to Business and the Global Environment | 3 |
| BA 131 Business Data Processing | 3 |
| WR 121 Expository Writing | 4 |
| MATH 111 | 4 |
| GEN ED and other electives | <u>32</u> |
| | 46 |
| YEAR 2 | |
| BA 225 Report Writing | 4 |
| BA 254 Business Law | 4 |
| BA 211 Financial Accounting | 4 |
| BA 213 Managerial Accounting | 4 |
| ECON 201 Microeconomics | 5 |
| ECON 202 Macroeconomics | 5 |
| GEN ED and other electives | <u>20</u> |
| | 46 |
| YEAR 3 | |
| BA 321 Principles of Management | 5 |
| BA 312 Principles of Marketing | 5 |
| STAT 315/316 Statistics | 5 |
| BA 313 Principles of Finance | 5 |
| BA 325 Information Management | 3 |
| BA 411 Business Ethics and Regulation | 3 |
| General electives or study abroad | <u>20</u> |
| | 46 |

CONCENTRATIONS: SENIOR YEAR

| | |
|---|-----------|
| YEAR 4 | |
| MARKETING | |
| BA 450 Retailing* | 5 |
| BA 464 Promotion Strategy* | 5 |
| BA 465 Consumer Behavior* | 5 |
| *Or approved marketing elective | |
| BA 498 Business Policy and Strategy | 5 |
| BA 490 Senior Project | 5 |
| General Electives | <u>20</u> |
| | 45 |
| YEAR 4 | |
| LEADERSHIP, ORGANIZATION, AND MANAGEMENT | |
| BA 460 Entrepreneurship* | 5 |

| | |
|---|-----------|
| BA 461 Organizational Behavior* | 5 |
| BA 482 Project Management, Planning and Control* | 5 |
| *Or approved management elective | |
| BA 498 Business Policy and Strategy | 5 |
| BA 490 Senior Project | 5 |
| General Electives | <u>20</u> |
| | 45 |

| | |
|--|-----------|
| YEAR 4 | |
| INTERNATIONAL BUSINESS | |
| BA 485 International Marketing * | 5 |
| BA 486 International Finance * | 5 |
| BA 487 International Management* | 5 |
| *Or approved international business elective | |
| BA 498 Business Policy and Strategy | 5 |
| BA 490 Senior Project | 5 |
| General Electives | <u>20</u> |
| | 45 |

BACHELOR OF SCIENCE BUSINESS/ECONOMICS

The Bachelor of Science in Business/Economics is a liberal arts program designed to give students a strong theoretical background in business and economics. Graduates in this degree will be prepared for graduate programs in business, economics, or related fields; or to pursue careers in the areas of management, accounting, finance, and economics.

This degree program is offered on the Eastern campus, and through the Division of Distance Education.

Students must have a grade of C- or better in all required courses to be eligible to graduate with this degree.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN BUSINESS/ECONOMICS

Lower Division Core

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|--|
| BA 211 Financial Accounting I (4) |
| BA 213 Managerial Accounting (4) |
| ECON 201 Principles of Microeconomics (5) |
| ECON 202 Principles of Macroeconomics (5) |

Required Skill Courses

| |
|---|
| WR 121 or WR 131 or TSWE>50 (4) |
| MATH 241 Survey of Calculus (5) |
| STAT 315-316 or PSY 327 Statistics (5) |

Upper Division Core

| |
|--|
| BA 321 Principles of Management (5) |
| BA 313 Principles of Finance (5) |
| ECON 340 Managerial Economics (Micro) (5) or AREC 311 Micro Theory (4) |
| ECON 318 Money and Banking (5) or ECON 375 Macro Theory (5) |

Upper Division Electives
Minimum 5 credits from each discipline.

Capstone

BA 498 Business Policy and Strategy (5)
Or **ECON 407** Capstone (5)

TYPICAL FIRST YEAR CURRICULUM

MATH 111 College Algebra (4)
WR 121 Expository Prose Writing (4)
MATH 241 Survey of Calculus (4)
General education and other electives (30)

TYPICAL SECOND YEAR CURRICULUM

BA 211 Financial Accounting (4)
ECON 201 Principles of Microeconomics (5)
BA 213 Managerial Accounting (4)
ECON 202 Principles of Macroeconomics (5)
General education and other electives (30)

TYPICAL THIRD YEAR CURRICULUM

BA 321 Principles of Management (5)
AREC 311 Microeconomic Theory (4)
STAT 315 Principles of Statistics (4)
STAT 316
Introduction to Statistical Computing (1)
BA 312 Principles of Marketing (5)
ECON 375 Macroeconomic Theory (5)
BA 313 Principles of Finance (5)
Electives (20)

TYPICAL FOURTH YEAR CURRICULUM

Upper division business elective (5)
Upper division economics elective (5)
Capstone (5)
Electives (30)

OTHER PROGRAMS

Students seeking less structured education in Business should consider working toward a BA or BS in Liberal Studies with Business as one of the subject areas. It is possible within this program to blend the study of Business with another discipline. See the Liberal Studies Degree section of this catalog.

BUSINESS MINOR

This minor is also available via the Division of Distance Education.

For students who seek an intensive introduction to Business while pursuing other majors, the Business Division offers a minor in Business.

The business minor is a 30 credit hour requirement of business classes designed to provide students majoring in another discipline knowledge of the environment of business and in the principles of business. Students majoring in Liberal Studies may select the business minor as one of their focus areas.

Students must have a grade of C- or better in all courses required of the minor.

The minor in Business consists of:

Lower Division Requirements

BA 101 Introduction to Business (3) (For first year students only. Upper division students may substitute an upper division business elective).

BA 211 Financial Accounting I (4)

BA 213 Managerial Accounting (4)

BA 254 Business Law (4)

Upper Division Requirements

(15 credits minimum)

BA 312 Principles of Marketing (5)

BA 321 Principles of Management (5)

BA upper division electives (5)

BUSINESS COURSE DESCRIPTIONS

BA 101 - Intro Bus & Global Envir Credits: 3.00

An introduction to the role of business in society, its historical roots, and the major functional areas of business. Provides an overview of the business system to help business majors determine an area of concentration and introduces non-majors to the field of business. (Required for all freshmen Business majors.)

BA 114 - BA 114 Credits: 1.00 to 5.00

Software and hardware instruction on various topics.

BA 131 - Business Data Process Credits: 3.00

An introduction to the hardware and software components of computer systems. Study will include operating systems and a significant introduction to spreadsheet operations. Students will be required to demonstrate competence in word processing and data base analysis in the course also.

BA 209 - Practicum Credits: 1.00 to 5.00

A planned and supervised work experience at an introductory level designed to offer students opportunity to explore or finalize career goals. The work experience extends the student's learning experience beyond the classroom through approved learning objectives.

BA 210 - Selected Topics Credits: 1.00 to 6.00

Topics designed to meet the current needs of students.

BA 211 - Financial Account Credits: 4.00

Introduction to financial statements prepared by accountants for business entities. Emphasis of the course is upon the fundamental procedures involved in the preparation of financial data for presentation to outside users. Prerequisite: MATH 070.

BA 213 - Managerial Account Credits: 4.00

A study of the development, presentation, and interpretation of accounting information utilized by management in decision making, planning and control. Prerequisite: BA 211.

**BA 220 - Gender, Work & Society*S/HB Credits: 5.00
Gen Ed-Social Science****New Gen Ed-Human Behavior**

This course is cross listed with GEND 220 This course will explore the gender implications of women's participation in American business. Women's participation in the major economic transformation effecting American life is powerful. Women have played a large role in the emergence of American capitalism, the creation of laboring and professional classes, and the institutionalization of property ownership and law. This course explores substantive issues that impact women in business using gender as a category of analysis to determine the meaning of business inclusive of both the feminine and masculine.

BA 225 - Report Writing Credits: 4.00

(Writing Intensive) Analysis of methods of investigating, collecting, organizing, and presenting data for formal and informal business reports.

BA 254 - Business Law Credits: 4.00

Nature, origin and philosophy of law and procedures. Study of law of contracts and sales.

BA 310 - Selected Topics Credits: 1.00 to 6.00

Topics designed to meet the current needs of students.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

BA 312 - Prin Marketing Credits: 5.00

An introductory course focusing on the methods of identifying and interpreting wants and needs of consumers, selecting the particular wants and needs the organization will satisfy, and determining the proper mix of product, price, promotion and place. Lecture and readings are blended with problems and cases for class discussion.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 313 - Prin Finance Credits: 5.00

An introductory course focusing on the allocation of resources for investments in short- and long-term assets, decisions with respect to debt and equity financing, dividend policy decisions, and securities decisions. Lectures and readings are blended with problems and cases for class discussion. Prerequisite: BA 213, ECON 201 and STAT 315.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 321 - Prin Management Credits: 5.00

(Writing Intensive) Study of primary functions of management of goal-directed organizations. Analysis of the internal organization structure and of management roles within complex organizations. Study of structural bases, work-flow pattern, leadership patterns, and control systems upon human behavior.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 325 - Information Mgmt Credits: 3.00

This course will provide students with a significant experience in the use of information systems in organizations. A knowledge of the sophisticated use of information systems is a necessary component of any business program.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

BA 328 - Personal Finance Plng Credits: 5.00

Personal Financial Planning is designed to give students an understanding of methods and procedures for establishing life financial goals. Through reading, selected exercises and projects, the students will explore many facets of personal financial planning.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

BA 332 - Investments Credits: 3.00

Principles of investment in stocks and bonds; securities analysis and market operation.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 333 - Ind Income Tax Credits: 5.00

A study of the federal income tax system as it relates to the taxation of the individual, including a survey of the historical development of the tax law, tax research techniques, technical tax provisions and tax planning. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 334 - Corporation Tax Credits: 3.00

A study of the federal income tax system as it relates to corporations, partnerships, estates, and trusts. Throughout the study of the various technical tax provisions, tax research techniques are emphasized. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 346 - E-Commerce Strategy Credits: 3.00

This course presents the strategic themes and issues that are associated with success in the networked economy including an introduction to the Internet, the basics of finding market opportunities and selling on the Internet, and basic Internet business models. Prerequisite: None, but BA 321

and BA 312 are recommended.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

BA 347 - Workplace Diversity Credits: 3.00

This class will explore the cultural aspects of Diversity in the Workplace. Attitudes and perceptions have resulted in typecasting persons of different ethnic, social, cultural and religious backgrounds. These accepted practices have evolved through centuries of discrimination. To understand the workforce demographics of today, students will explore the history of selected minorities. By analyzing the historical perceptions of cultures from a different perspective, the students will develop a better understanding of the current struggles of ethnic cultures.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

BA 366 - Management Science Credits: 5.00

Management decision processes utilizing mathematical models and computer software. Models include mathematical programming, decision theory, simulation and others. Prerequisite: MATH 241, STAT 315, 316.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 383 - Intermed Account I Credits: 5.00

A comprehensive study of generally accepted accounting principles and procedures underlying valuation, income measurement and the preparation of financial data. Must be taken in sequence. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 384 - Intermed Account II Credits: 5.00

A comprehensive study of generally accepted accounting principles and procedures underlying valuation, income measurement and the preparation of financial data. Must be taken in sequence. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 385 - Intermed Account III Credits: 5.00

A comprehensive study of generally accepted accounting principles and procedures underlying valuation, income measurement and the preparation of financial data. Must be taken in sequence. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 403 - Capstone Credits: 5.00

Capstone course for Liberal Studies Pre-Approved Program in Business and Psychology.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 405 - Selected Topics Credits: 3.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 407 - Seminar Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 408 - Job Search Skills Credits: 1.00

Class is designed to assist students in preparing for the job search process. Students will have the opportunity to prepare resumes, write cover letters, practice interviewing skills, and research employers. Class structure will include lecture, discussion and special events. Grade will be based on the satisfactory completion of all assignments. Work must be of high quality and presentable to employers.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 409 - Practicum Credits: 1.00 to 15.00

(Internship Experience) A planned and supervised work experience in business, industry, and public agencies, extending the student's learning experience by combining classroom principles and work application. Learning objectives must be approved by instructor. No more than five (5) credit hours may be applied to the Business Administration specialization. Prerequisite: Junior standing, BA 312 and 321, and consent of instructor.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 410 - Selected Topics Credits: 1.00 to 6.00

Selected topics in business.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 411 - Business Ethics & Regulation Credits: 3.00

An in-depth examination of the regulatory, legal, and social environment of business. Topics may include the impact of social movements, recent changes in government regulation, etc. Prerequisite: Junior standing.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 419 - Adv Accounting Credits: 5.00

An in-depth examination of the principles, procedures, and theory applicable to accounting for partnerships and corporate consolidations. Other topics include home and branch office accounting, business combinations, and governmental accounting. Prerequisite: BA 385.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 420 - Non-Profit Account Credits: 3.00

An in-depth examination of the principles, procedures and theory applicable to accounting for not-for-profit organizations. Types of organizations covered include state and local governments, hospitals, colleges, health-welfare and other non-profit organizations. Prerequisite: BA 213

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 421 - Cost Accounting Credits: 5.00

A study of the concepts, purposes, and terminology underlying cost accounting. Topics include job-order costing and processing, cost-volume-profit relationships, standard costs, joint-product costs and by-product costs, capital budgeting, cost allocation, and the planning, control, and valuation of inventory. Relevant to preparation for the CMA and CPA examinations. Prerequisite: BA 213.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 422 - Adv Cost Account Credits: 3.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 426 - Accounting Theory Credits: 5.00

An in-depth Examination of the development and present state of accounting theory. Topics include corporate financial reporting, income and expense determination, asset valuation long-term commitments, and stockholder's equity. Emphasis is placed on preparation for the theory section of the CPA examination. Prerequisite: BA 385

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 428 - Auditing Credits: 5.00

An introduction to auditing and the auditing profession. Topics include generally accepted auditing standards, generally accepted accounting procedures, the auditor's opinion, the development and use of audit programs, professional responsibilities, and the acquisition and evaluation of audit evidence. Relevant to preparation for the auditing section of the CPA examination. Prerequisite: BA 385.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 430 - Small Business Consult Credits: 5.00

Students will participate as consulting members of the Small Business Institute located on campus. Student consulting teams will work with regional business firms to assist them in improving their business operations. Some travel by students will be required to client sites in northeast Oregon. Prerequisite: Senior standing. Completion of junior business administration core.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 447 - Manage Finance Credits: 5.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 450 - Retailing Credits: 5.00

Operations of retailing firms; coordination of retailing practice; planning for retail operations. Prerequisite: BA 312, 321.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 451 - Human Resource Mgmt Credits: 5.00

Study of the personnel function and its relationship to the objectives of the organization. Examination of human resource management as a primary function of all managers. Analysis of personnel problems involved in the selection, appraisal, and development of the work force in business organization. Prerequisite: BA 321.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 454 - Product Plan & Develop Credits: 3.00

Study of the management process of developing and marketing new products to meet the wants and needs of consumers. Prerequisite: BA 312.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 460 - Entrepreneurship Credits: 5.00

The content of this course is focused on the processes involved in defining and solving problems associated with meeting the needs of internal and external customers of the firm. The course also provides a context for assessing and understanding modern entrepreneurship and intreprenurship. Prerequisite: BA 321

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 461 - Organizational Behavior Credits: 5.00

Study of behavior in organizations at the individual, small group, intergroup and organizational levels. Students participate in projects applying behavioral science principles, such as theories of motivation, leadership and conflict resolution, to organizations and the process of change. Prerequisite: BA 321.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 464 - Promotion Strategy Credits: 5.00

Study of the alternative persuasive communication media available to firms. Determination of effective promotion strategies combining advertising, interpersonal communication, sales promotion and publicity. Prerequisite: BA 312.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 465 - Consumer Behavior Credits: 5.00

Study of purchasing behavior, or why people buy what they buy. Consumer behavior is an exciting and challenging subject... it's about people, marketing, and the consumer marketplace itself. Prerequisite: BA 312.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 466 - Managerial Projects Credits: 5.00

Practical application of management and/or marketing concepts and fundamentals to real-world or simulated-world situations.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 471 - Independent Bus Mgmt Credits: 3.00

Study of operational management of independent businesses including analysis of location, markets, risks, financing, merchandising, inventory and time control.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 481 - Prod & Operat Mgmt Credits: 5.00

An introductory course focusing on the management of the operations function; on the analysis, design, planning, and controlling of production processes; on the determination of plant layout and location; and on other quantitative techniques needed. Prerequisite: MATH 241, STAT 315, 316.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 482 - Proj Mgmt/Plan/Control Credits: 5.00

The content of this course is focused on the management of the new product or project development process in new and existing firms. In this course, the components of the product cycle will be examined with special consideration given to the entrepreneurial and managerial problems of project management. Prerequisite BA 321, Principles of Management.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 484 - International Business Credits: 5.00

An upper division introduction to the financial, cultural, marketings, and operational aspects of doing business overseas. Special emphasis is given to cultural factors and the role of the multi-national enterprise. Prerequisite: BA 312, 321.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 485 - International Marketing Credits: 5.00

Covers basic theories, strategies and skills in the field of marketing and serves as a training process through which students develop their marketing skills, and the capability of strategy formulation and operation planning in a global market. Prerequisite: BA 312

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 486 - International Finance Credits: 5.00

The focus of this course is on the financial problems faced by multinational companies (MNC's). The first part of the course deals with the international financial environment and the foreign exchange market. The second part deals with foreign exchange risk. The last part of the course covers a number of financial problems faced by MNC's. Prerequisite: BA 313

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 487 - International Mgmt Credits: 5.00

This course introduces theories, concepts, principles, and functional and operational aspects of international management. Students will also be exposed to an array of social, economic, political, and cultural forces in the global environment. Prerequisite: BA 321

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 490 - Senior Project Credits: 5.00

(Writing Intensive) Capstone Students within a concentration in the Business Administration degree program will conduct an activity that will provide a culminating experience within their concentration and will result in an academic product. Prerequisite: minimum of 130 credits 40 of which have a BA or EC prefix.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 498 - Business Policy & Strategy Credits: 5.00

The course helps students integrate, focus, and apply the business and economic knowledge and skills they have acquired through complex real-world business case studies. Prerequisites: BA 312, BA 313, and BA 321

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

BA 507 - Seminar Credits: 1.00 to 6.00

Seminar

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

BA 510 - Selected Topics Credits: 1.00 to 6.00

Special Topics

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

Education

DIVISION OF TEACHER EDUCATION

Teacher education offers one undergraduate major (Multidisciplinary Studies), a minor in Elementary Education, courses of study in Reading and English for Speakers of other Languages (ESOL), a graduate initial preparation program (MTE), a Master of Science degree, and several graduate endorsement preparation programs (ESOL, Literacy and Special Education).

The catalog information concerning EOU's teacher education programs is general in nature. Because teacher licensure programs are subject to external accreditation and to the rules established by Oregon's Teacher Standards and Practices Commission, changes are made routinely to keep pace with new requirements. It is important that interested students obtain the most current advising information about programs in regularly published College of Education and Business Advising Handbooks and Admissions Guidelines.

There are two options at EOU leading to initial teacher licensure for elementary teachers (CUESTE and MTE) and one for secondary education (MTE).

1. CUESTE (Curriculum for Undergraduate Elementary School Teacher Education): This program requires undergraduate students to weave together an academic degree program and an education minor. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies, a minor in Elementary Education, and an additional academic minor or equivalent. The completion of these requirements leads to a Bachelor of Science or Arts in Multidisciplinary Studies and a minor in Elementary Education. The Elementary minor requires Structured Practicum, Primary Core, Elementary Core, and Student Teaching as basic elements.

2. The MTE Program: A post baccalaureate degree program designed for those interested in attaining either elementary or secondary licensure. The program requires a year of preparation of graduate coursework as well as an internship in the public school. The program culminates in elementary or secondary licensure and, with an additional summer session of course work, a Master of Teacher Education degree.

EOU's teacher preparation programs have a competitive admissions process. Admission to the University does not guarantee admission to the

professional education component of any particular education program. The CUESTE and MTE programs are limited in the number of students who can be accepted each year. Only the most qualified candidates will be considered for admission. Specific guidelines for admission to program are published each term. Please see the College of Education for the current Admission Brochure for CUESTE and the MTE Application Packet for specific information about each program.

OUTCOMES

The Initial Teacher Preparation Programs (CUESTE and MTE) have the following stated outcome:

1. Knowledge of curriculum content appropriate to the teaching level selected (e.g., secondary discipline(s), elementary curriculum).
2. The ability to recognize, respond to, and integrate diverse cultural experiences within the teaching/learning process and how to teach students to understand and participate in our pluralistic society.
3. An understanding of the influence of language (spoken, written and nonverbal) on the learning process and the use of this knowledge to facilitate learning.
4. An understanding of the importance of the teaching-learning cycle and the use of this information to improve student performance, to evaluate instruction, and to promote learning in all students.
5. The ability to recognize differences in learners and to accommodate instruction to learner needs so as to promote learning in all students.
6. The ability to model for students the gathering, analysis and synthesis of information from a variety of sources.
7. The ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.
8. An understanding of personal health issues that affect the learner and learning environment.
9. Successful completion of pre-service experiences in both practica and student teaching.
10. The ability to apply decision-making principles

and group processes in the areas of curriculum, methodology, measurement, program design, and school improvement.

ASSESSMENT

There are multiple points of assessment required of both the undergraduate and graduate teacher preparation programs.

Assessment of basic skills and subject content: Before students are admitted to the teacher education program they must demonstrate competency in core subject areas. Completion of certain general education and core course work with minimum grade point average, completion of certain skills activities, and other experiential learning tasks are required as admission standards. Assessment of these traits is the first step in assuring the quality and standards of the students who will ultimately become graduates of the institution.

Assessment of personal and social characteristics: Supervising professionals assess students in areas such as reliability, initiative, sensitivity to diversity, hygiene, etc.

Assessment of academic and professional abilities in education: Major program tasks require students to design work samples and implement lessons in field practica. The static and dynamic assessment of these critical tasks assures that student will meet minimum professional standards. Individual courses and learning experiences also require specific performance. These assessments include tests, performance-based skills, accumulation of portfolio evidences, etc.

Assessment of professional skills and applications of subject and pedagogical knowledge & assessment of cumulative personal, social and professional ability: The final and cumulative assessment of students occurs at the student teaching phase of the program. Multiple visits and observations by mentoring public school teachers and university faculty give students feedback in several areas of professional and personal performance. This capstone requirement assures that the teaching professional exits the program with proficient competency in the outcomes described above.

Compliance with Federal Requirements

Testing requirements for program completion and Oregon's pass rates.

Federal regulations require that potential applicants and the general public are informed of the following:

In Oregon, a system of multiple measures is used to determine the status of program completers, who can then be recommended to the Teacher Standards and Practices Commission for licensure. One component of this system requires the educator to

pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Education Skills test (CBEST) or the PRAXIS I: Pre-Professional Skills Test (PPST). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT). The MSAT is comprised of two tests, one in multiple choice format and one in constructed response format, that assess knowledge in language arts, mathematics, science, social science, physical education, fine and performing arts, and human development. Secondary educators must pass PRAXIS II tests in their specific subject matter. Generally these are two or three tests in each subject matter endorsement area in some combination of multiple choice and constructed response formats.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses. Program information for the 2003-2004 academic year. The following information was submitted as part of the Title II federal report:

The total number of students enrolled during 2003-2004 was 206. During this same year, 174 students were supervised in student teaching experiences by 45 full time and part time faculty resulting in a student/faculty ratio of 3.867/1. The average number of hours per week required in supervised student teaching was 30 over a period of 10 weeks for a total of 300 hours. The teacher preparation program is currently approved by the state.

ADMISSION TO THE CUESTE PROGRAM

At the end of the sophomore year, eligible students may seek formal admission to the Education Minor of CUESTE. An application process is held at least once a year. A separate Admissions Brochure and Packet is published prior to each admissions cycle and has the most current EOU admissions information. See the current Advising Handbook and Admissions Brochure and Packet for the specific eligibility and competitive requirements of the program.

Overview of the CUESTE: Curriculum for Undergraduate Elementary Teacher Education

Students interested in becoming an elementary teacher through EOU's CUESTE program must complete the Multi-disciplinary Studies Degree, the Elementary Education Minor, and an additional core

of lower division and upper division courses or competencies.

The Multidisciplinary Studies Degree

Any student may seek the Multidisciplinary Studies degree program. Admission to the Multidisciplinary Studies Degree Program is not required. Students desiring the Elementary Education minor must complete the MUD degree. However, students may earn the MUD without the elementary education minor, if it determined that Elementary Education is not a career path. The Bachelor of Science or Bachelor of Arts* in Multidisciplinary Studies requires a minimum of 180 hours for graduation, including specific distribution of course work in the liberal arts, completion of the general education distribution, and completion of an academic minor or course of study with a minimum upper division distribution of 60 hours. Electives may range from zero to thirty hours depending upon minors selected, and degree of overlap between general education requirements, minor and major. All courses must be completed with no grade lower than a "C-." The following lists the required courses and/or competencies for the degree. A checklist of specific courses is available from the College of Education.

- Literature
- Philosophy
- Art History or Art Appreciation
- Psychology
- Geography
- American History
- World History
- Cultural/ethnic awareness
- A creative arts course
- Fundamentals of elementary mathematics
- Music theory and instrumentation
- One sequence in life, earth, or space descriptive science.
- One sequence in experimental science such as physical science, physics or chemistry.
- Health and lifestyle fitness awareness
- Computer Literacy
- Speech practice
- Writing at the 200 level

Multidisciplinary Studies Degree Credit Summary:

- General Education 60 Hours
- Additional major course work 30 Hours
- Minor or course of preparation 30 Hours**
- Elementary Education Minor 46-53 Hours
- Other Course Requirements 8-12 Hours
- Electives 0-6 Hours*

Total Program 180 Hours

*Those desiring a Bachelor of Arts in Multidisciplinary Studies must meet the foreign language requirement set by the University.

**Students may use General Education or

Multidisciplinary Studies major requirements to satisfy a portion of the minor or course of study. The number of elective credits depends on the degree of overlap between major, minor and general education requirements.

ELEMENTARY MINOR

Elementary Education Minor: Credit Summary
Foundation Education Experiences

- ED 142 Education Orientation 1 (credit optional)
- ED 242 Education Concepts 3 (credit optional)
- ED 309 Structured Practicum 3 (credit optional)

Primary Core:

- ED 480 Primary Learning Cycle (2)
- ED 480L Primary Learning Cycle Lab (0)
- ED 481 Primary Curriculum/Standards: Art & Music (1)
- PEH 481 Primary Curriculum/Standards PEH (1)
- ED 482 Primary Classroom Dynamics (2)
- ED 483 Indiv Diff & Issues in Primary (1)
- ED 484 Special Needs in Primary (1)
- ED 485 Primary Assessment (2)
- LIB 387 Literature for Primary Grades (2)
- ED 354 Primary Reading/Lang. Arts (3)
- LIB 490 Educational Technology (1)

Elementary Core:

- ED 380 Elem. Learning Cycle (2)
- ED 380L Elementary Learning Cycle Lab (0)
- ED 381 Elem. Curriculum/Standards: Science (1)
- ED 381 Elem. Curriculum/Standards: Soc. Sci. (1)
- ED 382 Elementary Classroom Dynamics (2)
- ED 383 Development and Individual Diff. (2)
- ED 384 Exceptionality (2)
- ED 385 Elem. Assessment (2)
- LIB 388 Children's Literature (2)
- ED 355 Elementary Reading/Language Arts (3)

Field Practicum

- ED 415 Primary and Elementary Student Teaching (10)
- ED 412 Student Teaching Seminar (2)

Credit Summary

| | |
|------------------------------|-----|
| ED 142 Education Orientation | 0-1 |
| ED 242 Education Concepts | 0-3 |
| ED 309 Structured Practicum | 0-3 |
| Primary Core | 17 |
| Elementary Core | 17 |
| Student Teaching | 12 |

Total Education Minor 41-48 Credit Hours

Minors: To satisfy the MUD degree requirements the Elementary candidate must also complete an additional minor. Appropriate minors augment the elementary teacher's content preparation. Only a select group of minors are appropriate for elementary education. An education adviser must approve a minor. Students who already possess a baccalaureate degree in an appropriate academic

area do not need an additional minor for fulfilling the Multidisciplinary Studies degree requirements.

In lieu of a minor, a candidate may complete an approved course of preparation in either reading or ESOL. Individual courses of study may also be approved under certain conditions. Consult with an educator adviser for further information.

Undergraduate Reading Course of Study

The undergraduate reading endorsement is a course of study that prepares students seeking initial licensure to become competent in classroom reading instruction. It is composed of foundation courses that are in the Cores of CUESTE plus advanced courses. The foundational courses must be taken as prerequisites for the advanced courses.

Foundational Courses 15 credits

LIB 388 and **LIB 387**.

English 315 or **316**

ED 354 and **ED 355**.

Advanced Courses 15 credits

ED 437 Emergent Literacy (2)

ED 469 Developmental and Expanding Literacy (3)

ED 468 Diagnostic and Remedial Techniques (3)

ED 468L Diagnostic and Remedial Techniques Laboratory Experience (2) *Note: to be taken concurrently with ED 468*

ED 438 School Reading Programs (3)

ED 439 Reading Practicum (3)

Electives: at least 3 credits

A graduate literacy program in preparation for a reading endorsement is available. The purpose of the graduate reading program is to provide licensed teachers with additional preparation in working in the role of a reading specialist. A description of this preparation may be found following the MS program requirements.

Undergraduate Course of Study in ESOL (English for Speakers of Other Languages)

This course of study (equal to a year of preparation) is designed for those seeking an endorsement in English for Speakers of Other Languages. It may serve in place of a minor in the Multidisciplinary Studies degree. Candidates may add this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on Praxis II Test.

Required Courses 27 credits

ENG 316 Approaches to Grammar (4)

ED 360 Multicultural American Society (3)

ED 361 Foundations of Second Language Education (3)

ED 362 Language and Cognition in Second Language Learners (3)

ED 421 Second Language Acquisition & ESOL Strategies (3)

ED 421L ESOL Practicum I

(concurrent with ED 421) (1)

ED 422 Issues in Educating Language Minority Students (2)

ED 437 Emergent Literacy (2)

ED 446 Sociolinguistics for Teachers (3)

ED 479 ESOL Practicum II (2)

Recommended Course

ED 410 Praxis Review (1)

English for Speaker of Other Languages (ESOL) Minor

The ESOL Minor includes all the requirements of the ESOL course of study plus one elective and 3-5 credits. In addition, all ESOL Minor candidates must demonstrate experience in non-native language learning. A specific minor checklist is available from the School of Education.

MUD Provision for Non-Elementary Licensure Candidates

Students not seeking elementary licensure are required to complete all of the requirements of the Multidisciplinary Studies major. In lieu of the Elementary Education minor, students select an alternative minor (any official minor at EOU), resulting in two academic minors. Students must select courses that will meet the University Writing Requirement and must complete a capstone experience either in the minor area as described by the discipline or by completing a multidisciplinary capstone. The multidisciplinary capstone for non-licensure majors is a capstone seminar course, ED 499.

Overview of the MTE Program

The degree program, Master of Teacher Education (MTE) is designed for individuals who have a baccalaureate degree and are interested in earning an Oregon teaching license. The program features an intensive year-long, field-based experience combined with advanced professional preparation course work. The program prepares teachers in the following developmental areas: Early Childhood, Elementary, Middle level, and High School.

The program begins with campus course work during Summer Term, continues with a school-based practicum assignment at the start of the public school year, and includes professional course work during Fall and Winter term. The full-time preparation blends acquired professional knowledge with practice in a school setting. Candidates complete the teacher preparation portion of the program in June. An additional term of summer work is required to complete the Masters Degree.

Additional features of the program include: classroom assignments in schools in eastern Oregon; placement with candidates in multiple grade levels; assignment as an Intern with two or more

experienced teachers; colleague, cohort study and association; and professional preparation course work delivered on-site and on-campus by various modes of distance delivery technology. A modem and computer access to Internet are required.

Admission is selective and acceptance is based on meeting high standards of academic performance and teacher potential. Program candidates should begin planning a year in advance to meet all admission standards. The application deadline is February 1 in the year of expected participation.

Resource restrictions in selected locations, levels, or endorsements may limit the number of students accepted to the program. The College of Education & Business is looking for candidates who demonstrate exemplary professional behaviors, social aptness, personal excellence, and academic competency.

To qualify for admission, all candidates must:

1. Have earned a baccalaureate degree
2. Have an upper division and graduate course work gpa of 3.0.
3. Current official transcript(s) for all institutions attended (EOU requirement).
4. Be admitted to Eastern Oregon University with graduate status
5. Sign an acceptable response to Character Questions and fingerprinting
6. Pass a TSPC recognized test of basic skills:
CBEST: California Basic Educational Skills Test, composite score 123 (Reading 37; Writing 37; Mathematics 37 minimums**) or, PPST: Pre-professional Skills Test** (Reading 174, Writing 171, Mathematics 175)
7. Pass an approved TSPC test** of academic subject competency for authorizations:
Early Childhood, Elementary: MSAT (At current TSPC pass score) Elementary, Middle Level: MSAT. (At current TSPC pass score**) With subject-area test is an exit requirement.
High School, Middle Level: Subject Area Test. (At current TSPC pass score**) MSAT is an exit requirement.
**All tests and scores subject to changes made by Teacher Standards and Practices. See most recent MTE Admissions Packet for current score requirements.
8. Two letters attesting to candidate professional potential as a teacher
9. At least 30 clock hours of experience with children in an instructional setting, with

documentation of positive performance

10. Technological competency: All candidates must demonstrate through course work, life experience, or examination a basic level of computer literacy including telecommunications and word processing.

11. Evidence of preparation through course work and/or experience:

ECE & Elementary: A baccalaureate degree with subject preparation in creative art and arts humanities, a broad spectrum of social science, health, physical education, a broad spectrum of science, and language arts. In mathematics the specific requirement is a sequence in elementary mathematics. At Eastern Oregon University, MATH 211, 212, 213 is the preferred set of courses which meet the requirement.

Mid-Level & High School: A baccalaureate degree with a major, or equivalent in a subject specific to an approved EOU endorsement area.

Selective admissions will be conducted on the following criteria:

- Academic excellence
- Personal and professional traits
- Quality and degree of experience with young people
- Regional need for endorsement area
- Diversity

Program completion and recommendation for Oregon licensure requires that candidates must also:

1. Pass the TSPC approved test of professional competency: PRAXIS test of Professional Knowledge at the TSPC approved level prior to admission.
2. Acceptable responses to Character Questions
3. Demonstrate teaching competence: Planning for Instruction; Establish a classroom climate conducive to learning; Engage students in planned learning activities; Evaluate student learning; and Exhibit professional behaviors, ethics and values. (All these as stated in the Benchmarks)
4. Receive positive recommendations from teacher mentors and supervisors
5. Complete two acceptable work samples as evidence of teacher planning and student learning
6. Successfully complete all required course work

For complete information of admission requirements see the College of Education MTE Application Packet or College of Education website.

MTE Core Curriculum

The MTE Core curriculum is designed to acquaint all candidates with the basic sets of skills and pedagogical knowledge required of teaching and of teaching in Oregon particular. The Core Curriculum is designed around the foundational requirement of teaching and learning. These themes are recalled through the year in repeated iterations of "The Learning Cycle." The recurrent theme of the learning cycle is repeated through each term of the Core Curriculum. Identification of goals, objectives and specific standards begins the cycle. Arrangement of specific instructional strategies to attain these goals is the next key element. Designing appropriate assessment strategies to measure stated goals completes the simple cycle. Issues that impact the learning cycle such as the developmental characteristics of the learner, special needs children, the multicultural classroom, and the practical knowledge and skill of classroom management are elements that inform the learning cycle curriculum. Added to these core curricular issues are specific issues in each of the subject disciplines. The companion methods curriculum for elementary and high school subject methods is discussed under each program.

Core Curriculum Courses

Both elementary and secondary candidates take these core courses. Differentiation and separation in some courses appears in ED 520 Learning & Development and in ED 526 Curriculum & Instruction. Each of these core courses begins with the foundational concepts that relate to the entire age spectrum. Mid-term, candidates are subdivided in each course such that specific discussions regarding ECE, Elementary, Middle level and High School developmental and curricular applications are held.

MTE: Core Curriculum

- ED 520 Learning & Development: Survey (2)
- ED 520 Learning & Development: Principles (1)
- ED 520 Learning & Development: Synthesis (1)
- ED 526 Curriculum & instruction: Models (2)
- ED 526 Curriculum& instruction: Planning (1)
- ED 526 Curriculum& instruction: Implementation (1)
- ED 527 Behavior & Management: Perspect. (2)
- ED 527 Behavior & Management: Models (1)
- ED 527 Behavior & Management: Implementation (1)
- ED 523 Exceptionality: Legal & Procedural (3)
- ED 524 Multiculturalism: Foundations (2)

- ED 525 Eval. & Measure: Fundamentals (2)
- ED 525 Eval. & Measure: Tools/Techniques (1)
- ED 525 Eval. & Measure: Implementation (1)
- ED 522 Health Promotion & Education (1)
- Total (22)**

Each of these courses are fully integrated with the field experience. ED 520 Development and Learning leads this paradigm. Students make specific observations in the field of students, classrooms, and curriculum. These observations lead to questions about development, learning theory, and the individual. The field provides the context and the stimulus for the course work. Similarly ED 526 and ED 527 use the field as the primary window for observation and application. Field assignments to create lessons, management plans, and ultimately work samples are evidences that the MTE is truly a theory-into-practice model.

All Elementary candidates will, in addition to the Core Curriculum described above, complete the following Elementary track (ECE and Elementary Authorizations).

MTE: ECE/ELEMENTARY Curriculum

- ED 530 Language Arts/Reading: Concepts (1)
- ED 530 Language Arts/Reading: Strategies (2)
- ED 530 Language Arts/Reading: Implem. (2)
- MATHE 531 Mathematics: Methods I (2)
- MATHE 531 Mathematics: Methods II (2)
- MATHE 531 Mathematics: Methods III (1)
- SCED 556 Science Methods (1)
- SCED 556 Science Methods: Implementation (1)
- ED 533 Social Studies: Methods (1)
- ED 534 Physical Education/Health Methods: ECE/ELEM (1)
- ED 535 Art Methods: ECE/ELEM (1)
- ED 536 Music Methods: ECE/ELEM (1)
- Total (15)**

The Secondary & Middle Level Program

All candidates interested in secondary teaching will take the High School and Middle level program. All candidates will take ED 521 Sec. Reading and Writing: Concepts (2), ED 521 Sec. Reading and Writing: Strategies (2) and ED 521 Sec. Reading and Writing: Implem. (1). These courses are differentiated to accommodate the levels differences between late adolescent learners and middle school students. Further differentiation occurs within each subject methods course. Each methods course is divided into three phases, Concepts, Strategies, and Implementation. This allows the course, teacher and candidates to develop a year-long arrangement of learning opportunities that is custom designed for the individual student and placement. Descriptions are given for the year-long sequence of outcomes and learning activities. Separation of credits during the

year allows for interim grade and transcript registration and formative assessment for year long requirements. Differentiation between mid level and high school applications are a matter of coordination with the year long experience and the changed practicum placement sometime in October through December.

All candidates are required to register for at least one subject methods course series. If a student is approved for an additional endorsement area, then an additional subject methods course series is required.

MTE: High School and Middle Level Methods

| | | |
|--------------|--|---------------------|
| ED 521 | Sec. Reading and Writing: Concepts | (2) |
| ED 521 | Sec. Reading and Writing: Strategies | (2) |
| ED 521 | Sec. Reading and Writing: Implem. | (1) |
| ED 540 | Bus. Education Methods: Concepts | (2) |
| ED 540 | Bus. Education Methods: Strategies | (2) |
| ED 540 | Bus. Education Methods: Implementation | (2) |
| ED 557 | Modern Languages: Concepts | (2) |
| ED 557 | Modern Languages: Strategies | (2) |
| ED 557 | Modern Languages: Implementation | (2) |
| SCED 558 | Science: Concepts | (2) |
| SCED 558 | Science: Strategies | (2) |
| SCED 558 | Science Methods: Implementation | (2) |
| ED 559 | Art Methods: Concepts | (2) |
| ED 559 | Art Methods: Strategies | (2) |
| ED 559 | Art Method: Implementation | (2) |
| MTHE 567 | Mathematics Methods: Concepts | (2) |
| MTHE 567 | Mathematics Methods: Strategies | (2) |
| MTHE 567 | Mathematics Methods: Implementation | (2) |
| ED 571 | Social Studies Methods: Concepts | (2) |
| ED 571 | Social Studies Methods: Strategies | (2) |
| ED 571 | Social Studies Methods: Implementation | (2) |
| ED 572 | Music Methods: Concepts | (2) |
| ED 572 | Music Methods: Strategies | (2) |
| ED 572 | Music Methods: Implementation | (2) |
| PEH 573 | PE/Health Methods: Concepts | (2) |
| PEH 573 | PE/Health Meth: Strategies | (2) |
| PEH 573 | PE/Health Meth. Implementation | (2) |
| ED 574 | Language Arts Methods: Concepts | (2) |
| ED 574 | Language Arts Methods: Strategies | (2) |
| ED 574 | Language Arts Methods: Implem. | (2) |
| ED 576 | Speech and Drama: Concepts | (2) |
| ED 576 | Speech and Drama: Strategies | (2) |
| ED 576 | Speech and Drama: Implementation | (2) |
| Total | | (11 minimum) |

Candidates who have finished the Elementary/ECE, or High School/Middle-Level Program requirements may complete the master's degree by completing the following:

Master in Teacher Education Second Summer

MTE students will be required to take 9 quarter hours of advanced course work during the second summer. These courses are designed to bolster candidates'

preparation in advanced topics. These topics courses are categorized to allow flexibility and accommodation of new trends and research. Each course will address the most recent information relating to exemplary reform practices in education.

Upon completion of the second summer masters degree courses, candidates for the masters degree must also:

- Complete a subjective analysis of a focus area that a student will select as part of an intensive literature review. As part of the year-long intern activities, candidates are given specific guidelines for acquisition of information relevant to an area of interest. These materials are collected, read, and summarized over the year as part of the Intern course work. The literature review is an essential component of action research.

Master of Science in Education Basic Assumptions and Rationale

The Master of Science degree (MS) is intended to provide the student with a strong graduate level course of study. Although most participants will be educators, others seeking an advanced degree in education related studies are encouraged to apply.

The Master of Science program will offer course work on the La Grande campus, usually during the summers, and throughout the school year using distance education. It is expected that students will generally follow a three-year program to complete the degree. Students will complete a 17 credit hour CORE which is required of all students. Students may then select either two cognate areas, each comprised of 15 credit hours; or one cognate and an elective course of study arranged with the MS adviser. Among the possible elective choices are Continuing License courses, or the Lewis and Clark College Education Administration program.

The faculty participating in the Master of Science program is experienced and qualified regular faculty at Eastern Oregon University.

Admission Requirements

Students must meet all admission requirements prior to beginning the program. The following steps identify the admission requirements.

1. Apply and be admitted to the Master of Science program.
2. Apply and be admitted to the Graduate program at Eastern Oregon University.
3. Have a GPA of at least 3.0 for the last 60 credit hours completed in either Upper Division or Graduate courses.

4. Complete the GRE with a minimum score of 500 in the Verbal Score and 500 in the Quantitative Score and a minimum of 4.5 on the Analytical Writing.

To accommodate a reasonable system of admission, a scaled criteria for adjusting GRE in relation to GPA is used.

| Combined GRE Score | GPA Requirement |
|--------------------|-----------------|
| 500 + 500 + 4.5 | 3.0 |
| 480 + 480 + 4 | 3.1 |
| 460 + 460 + 4 | 3.3 |
| 440 + 440 + 3.5 | 3.5 |
| 420 + 420 + 3.5 | 3.7 |
| 400 + 400 + 3 | 3.9 |

Students who fail to achieve a required GRE and GPA combination that is acceptable will not be admitted to the MS program. They will have the following options:

- Re-take the GRE and submit an acceptable score.
- Improve the GPA.
- Since the GPA requirement to be accepted to EOU as a graduate student is only 2.0, students could take graduate level courses to demonstrate their capability to complete the work required in the MS. Any student who is not admitted may complete 15 credits of graduate level work with a minimum GPA of 3.0 or above. Successful completion of these courses does not imply acceptance and admission to the MS. These courses may not be applied to the 45 credits required in the MS. Following completion of the 15 credits, the student will re-apply to the MS program and submit new GRE scores. Their new score and their 15 credits of graduate coursework will be adjudicated in consideration for admission to the program.
- A limit of 15 credits may be transferred from another institution into the Master of Science program and counted toward either a cognate or core requirement. EOU courses completed prior to admission into the MS program will be reviewed for their appropriate inclusion.

A. Core Professional Coursework (17 Credits)

The Core courses are required of all students. Courses must be taken in sequential order with the exception of the technology course.

ED 500 MS Seminar (2) A general topics course based on reading a good national book (or books) on the education profession or issues in education and then writes a referenced essay. This would verify writing ability at the highest level and would act as a cohort developer and advising session for program development. This course may be taken prior to admission but the student must have submitted an MS application.

ED 511 Reading Research in Education: Theoretical and Empirical Perspectives (3) A Comprehensive course on sources of research, reading and understanding research, and doing a literature review with a primary emphasis on qualitative research. Course Outcome: A Review of 10 journal articles with annotated summaries of specific criteria. Or, alternatively, a literature review in preparation for the thesis. Prerequisite: ED 500.

ED 522 Research Design in Education (3) Sampling and experimental design, quasi design. Comprehensive course on parametric and non - parametric methods. Focus on the practical application of statistical tests and the concept of significance. Sample tests such as descriptive statistics, correlation, regression, ANOVA, and tests for significance. Primarily an emphasis on quantitative educational research. Course Outcome: Tests, notebook of typical examples and tests. Prerequisite: ED 511.

ED 586 Research Methods in Education: Planning and Writing (3) This course outlines the actual outcomes for a research path. Also, application of software programs. Outcome: Master's Thesis/Project Proposal. Prerequisite: ED 522.

ED 503 Thesis/Project (6 credits) This course expands upon the introductory chapters of the thesis and complete the data collection, summary, discussion, and conclusions and recommendations. The thesis culminates with an oral presentation to the Masters committee and other interested faculty.

B. Cognate Area Coursework (15 Credits)

Literacy Cognate

Fifteen quarter credits in literacy to be selected from the following and after consultation with the graduate literacy adviser. Those seeking a reading endorsement must work with the graduate literacy adviser in order to meet current requirements.

- ED 560** Foundations for Literacy Learning (2)
- ED 561** Emergent Literacy (3)
- ED 562** Literacy in the Elementary Grades (3)
- ED 563** Literacy in the Selected Content Area (2)
- ED 564** Literature in the Literacy Program (2)
- ED 565** Techniques of Assessment the Classroom Teachers (2)
- ED 566** Practicum in Assessment (1-3)
- ED 567** Spelling Matters (2)
- ED 568** School Reading Programs (3)
- ED 569** Issues and Research in Literacy (2)
- ED 580** Early Intervention and Acceleration Programs (2)
- ED 581** Literacy in the Middle Level and High School (2)
- ED 582** Techniques of Diagnosis & Instruction for the Reading Specialist (2)
- ED 583** Field Experience in Literacy (1-3)

Special Ed Cognate

ED 570 Theories and Characteristics of Exceptionality (3)

- ED 579** Legal and Procedural Aspects of Special Education (3)
ED 510 Introduction to Inclusive Education (2)
ED 510 Methods for Inclusive Teaching (4)
ED 584 Behavior and Classroom Management for Exceptional (3)

Curriculum and Instruction in Elementary and Secondary Education

- ED 520** Learning and Development (3)
ED 527 Behavior and Management (3)
ED 587 Curriculum Standards and Practices (2)
ED 588 Assessment Issues and Practices (2)
ED 510 Selected Topics in Education (1-6)

Choose One of the following:

- ED 560** Foundations for Literacy Learning (2)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3)
ED 568 School Reading Programs (3)
ED 585 Reading and Writing Across the Curriculum (3)

Physical Education and Health (to begin in late 2003)

- PEH 507** Seminar in Health and Physical Education (1-6)
PEH 510 Selected Topics in Physical Education and Health (1-6)
PEH 522 Health Promotion in Schools (3)
PEH 544 Advanced Studies in Adapted Physical Education (3)

Electives (15 credits)

The remaining Continuing License courses may be applied as well as approved electives:

- ED 510** Continuing Licensure Workshop (1)
ED 510 Classroom Climate Conducive to Student Learning (1)
ED 510 Portfolio Planning Seminar (1)
ED 510 School and Community Resources and Relationships (1)
ED 510 Inquiry into Practice (2)
ED 510 Instructional Assessment (1)
ED 510 Portfolio Development Seminar (1)
ED 510 Portfolio Evaluation (2)
ED 510 Dynamic Assessment of Teaching (1-6) (Students may use approved Professional Development credits as electives.)

FOR NON-TEACHERS – choose two cognate areas or a pre-approved course of study with 15 credits of elective courses.

Graduate Literacy Program

This graduate course of study is designed for those seeking an endorsement in Reading. Candidates may add this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on Praxis II Reading Specialist.

Prerequisites

Graduate Status
 A Foundations literacy course at the undergraduate level
 Teaching License (any state)

Courses

- ED 560** Foundations of Literacy Learning (2)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3) or **ED 581** Middle/High Literacy (2)
ED 564 Literature in the Literacy Program (2)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3)
ED 583 Field Experience in Literacy (3)
ED 568 School Reading Programs (3)
ED 548 Second Language Acquisition Strategies (3)

Total Credits

21 or 22

Graduate ESOL Program

This graduate course of study is designed for those seeking an endorsement in English for Speakers of Other Languages. Candidates may add this endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on Praxis II TESL (Teaching English as a Second Language).

Prerequisites

BS/BA Degree
 Teaching License (any state)

Courses

- ED 544** Language and Cognition in Second Language Learners (3)
READ 514 Linguistics for Teachers or **Ed 556** Applied Linguistics (3)
ED 545 Foundations of Second Language Education (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 509 ESOL Practicum (3)
ED 510 Praxis Review (Recommended but not required) (0/1)

Total

15 credits

Special Education Program

OVERVIEW

Eastern Oregon University offers practicing and preservice teachers who possess a basic or an initial state teaching license opportunities to pursue their interests and professional objectives in the field of special education. The Special Educator I Endorsement Program is designed to provide comprehensive training and experience and to prepare prospective teachers of learners with disabilities for state licensure. Course work, field experience, and practica are balanced within the program to meet individual teacher preparation

needs. The program provides theoretical and applied instruction pertaining to the characteristics of exceptional learners, the legal and procedural aspects of special education, assessment, planning, instruction, behavior management, collaboration and critical issues in the field.

The Special Educator I Endorsement authorizes teachers to teach exceptional learners at the early childhood/elementary level and/or at the middle/high school level. The Special Educator I Endorsement Program, with a single level authorization requires the completion of 32-36 credit hours of specified course work, fieldwork and practicum experiences. A second level authorization requires the completion of an additional 11-15 credits of specified fieldwork and practicum experiences.

The Special Educator I Endorsement Program is offered through a cohort model over a two-year cycle and is designed to meet the needs of working professionals. The program begins with a three week summer session offered on the Easter campus. During the ensuing academic year, approximately one course per term is provided to students throughout the region through a combination of delivery methods. A second three week summer session on the Eastern campus is followed by a second academic year of courses offered via distance education. Course offerings are sequential in content and scheduling and need to be completed in the order in which they are offered over a two year period.

Coursework completed for the Special Educator I Endorsement may be applied toward the Master of Science degree in Education. For addition information, contact the Coordinator of Special Education.

Admission Requirements

- Completion of a bachelor's degree
- Completion of basic/initial teaching license
- A grade point average of 3.0 in upper division and graduate course work
- Admission to Eastern Oregon University

Application Procedures

- Completed Application Special Educator I Program
- Copy of current teaching license and letters from TSPC, where applicable
- Three recent letters of recommendation addressing teaching ability, scholarship and character
- Copies of all graduate and undergraduate transcripts
- Copies of test results, where applicable

- Completed Character Questionnaire
- Completed application for Graduate Admission to EOU

Students accepted into the Special Educator I Endorsement program will receive extensive advising to assist them in developing a program plan that coordinates their professional goals and timelines with University requirements and offerings.

Program Completion Requirements

Program completion and recommendation for Oregon licensure require that candidates:

1. Complete all required coursework with a grade of C or better.
2. Maintain an overall grade point average in the program of 3.0 or better.
3. Complete work samples required in the culminating field work and practicum assignments.
4. Demonstrate average or higher levels of competency in all areas indicated on the Special Educator I Competency Evaluation form, as rated by University and site supervisors.
5. Obtain passing scores on the National Teacher Exam/Praxis Specialty Area tests.

Coursework

Prerequisites: Initial or Basic Teaching License that includes preparation in:

- Human Development
- Evaluation & Measurement
- Multicultural Education
- Classroom Management
- ED 570** Theories & Characteristics of Exceptionality (3)
- ED 579** Legal & Procedural Aspects of Special Education (3)
- ED 515** Foundations of Assessment in Special Education (1)
- ED 516** Special Education Assessment of Cognitive, Pre/Academic & Communication Skills (2)
- ED 517** Special Education Assessment of Life, Pre/Vocational & Social Skills (2)
- ED 518** Special Education Assessment: Applications in Early Childhood & Elementary (1)
- and/or**
- ED 518** Special Education Assessment: Applications in Middle & High School (1)
- ED 577** Planning for the Exceptional Learner (2)
- ED 578** Planning Applications: Early Childhood & Elementary Exceptional Learners (1)

and/or

ED 578 Planning Applications: Middle & High School Exceptional Learners (1)

ED 591 Special Education Methods - Pre/Academics & Communication: Early Childhood & Elementary (2)

and/or

ED 591 Special Education Methods - Academics & Communication Skills: Middle & High School (2)

ED 592 Special Education Methods - Life & Prevocational Skills: Early Childhood & Elementary (2)

and/or

ED 592 Special Education Methods - Life & Vocational/Career Skills: Middle & High School (2)

ED 584 Behavior & Classroom Management for Exceptional Learners (3)

ED 593 Collaboration & Consultation in Special Education (2)

ED 594 Collaboration & Consultation in Special Education: Early Childhood & Elementary Applications (1)

and/or

ED 594 Collaboration & Consultation in Special Education: Middle & High School Applications (1)

ED 599 Issues in Special Education (3)

ED 595 Field Experience with Early Childhood Exceptional Learners (1-2)

and/or

ED 595 Field Experience with Middle School Exceptional Learners (1-2)

ED 596 Practicum with Elementary Exceptional Learners (3-6)

and/or

ED 596 Practicum with High School Exceptional Learners (3-6)

EDUCATION COURSES DESCRIPTIONS

ED 000 - Workshop Credits: .00

ED 109 - Education Practicum Credits: 1.00 to 6.00

Provides opportunities to work in a kindergarten situation under direct supervision. Students will work with small groups of children implementing the teachers plans. Second year students will assist with the planning.

ED 129 - Early Childhood Education Credits: 5.00

Designed to introduce the students to the field of early childhood education and the career opportunities available. The course will cover the history, current trends, and issues in early childhood education.

ED 129L - ECE Lab Credits: 2.00

ED 130 - Cult Differences Amer Ed Credits: 2.00

Focus on educational problems of minority groups including migrants, Spanish speaking people, Blacks, and American Indians. Special attention given to role of the teacher in changing the educational environment.

ED 142 - Education Orientation Credits: 1.00

Provides students with initial information about teacher education programs at EOU. Designed as a group seminar course, Freshmen students are encouraged to enroll in this course.

ED 152 - Creative Arts Credits: 3.00

Exploration of interrelationships of music, rhythm, graphic arts, creative movement and expression, as young children use them. Experience in planning and implementing activities in each creative arts area.

ED 200I - Signing English Credits: 1.00

ED 201 - Early Child Curriculum Credits: 5.00

Planned to introduce the student to the curriculum areas which should be implemented in a developmentally-based early childhood classroom. The course will concentrate in methods and materials used specifically with children ages 5-6.

ED 201L - ECE Curriculum Lab Credits: 2.00

ED 202 - Linguist/Cognitive Development Credits: 3.00

This course will introduce the student to the areas of language and cognition. Topics will include developmental theories, influencing factors, and the relationship between the two areas.

ED 203 - ECE Administration Credits: 2.00

The course introduces students to the administrative practices involved in planning, development, operation, and evaluation of the early childhood program.

ED 206 - Early Childhood Ind Rsrch Credits: 5.00

Special individual studies arranged with adviser in the area of special interest: Day-care, infants, learning disabilities in young children.

ED 208 - Seminar in ECE Credits: 1.00 to 6.00

ED 209 - Practicum Credits: 1.00 to 15.00

A planned and supervised work experience at an introductory level designed to offer students opportunity to explore or finalize career goals. The work experience extends the students learning experience beyond the classroom through approved learning objectives.

ED 210 - Topics In ECE Credits: 1.00 to 6.00

ED 234 - Early Child Lit Credits: 2.00

Designed to give the student basic knowledge of literature available an appropriate for use with young children. Provides information, experience and skills needed for selection and use.

ED 242 - Education Concepts Credits: 3.00

Provides prospective teachers with information of basic elements and principles of learning related to elementary and secondary classrooms.

ED 245 - Early Chldhd Fld Exp Credits: 5.00 to 9.00

Supervised experience in an early childhood education classroom or center. Teaching experience with children ages 5 - 6.

ED 309 - Structured Practicum Credits: .00 to 3.00

Provides the admitted candidate with a context for learning and a proving ground for demonstration of several personal, professional and social traits. The Structured Practicum is an opportunity for candidates to participate in the public school at the beginning weeks of the school year. Candidates will shadow a cooperating teacher for this time period and engage in all activities of a classroom teacher including inservice, classroom preparations, and initial teaching experiences.

ED 310 - Topics In Education Credits: 1.00 to 5.00**ED 320 - Behavior & Discipline Credits: 3.00**

To provide prospective teachers with information concerning behavior development and practical techniques for managing classrooms effectively. The course will explore teacher-learner relationships, effects of emotional disturbances, environment, and communication on behavior. Emphasis will be placed on establishing desirable behavior and guiding students toward self-management. Each student will leave the class with the experience needed to develop a workable management plan for a classroom.

ED 342 - Pedagogy I Credits: 3.00

In a supervised, field based experience the student will gain practical experience in working with learners in a classroom setting. The experience may involve the student in planning, instruction, and evaluation of learners' progress at the introductory level with direct supervision from the classroom teacher. The seminar held in conjunction with this field experience will provide a focus for discussion of issues related to the experience, and to current and foundational issues in American education. (Recommended prior to MTE Program application. May be used as substitute for ED 242).

ED 354 - Rdng/Lang Arts Prim Grd Credits: 3.00

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication, drama). Explains the components of learning language, learning through language, and learning about language. Prerequisite: Program admission required.

ED 354L - Rdng/Lng Arts Lab Pr Grd Credits: .00**ED 355 - Elem Read/Lang Arts Credits: 3.00**

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication,

drama). Explains the components of learning language, learning through language, and learning about language. Prerequisite: Program admission required.

ED 355L - Elem Rdng/Lang Arts Lab Credits: .00**ED 356 - Mdle Lvl Rdng/Lang Arts Credits: 2.00**

Develops concepts of acquisition and development of oral and written language in expressive and receptive modes. Addresses the historical, theoretical, and research perspectives of the language arts (reading, writing, oral communication, drama). Explains the components of learning language, learning through language, and learning about language. Prerequisite: Program admission required.

ED 356L - Mdle Lvl Rdng/LA Lab Credits: .00**ED 360 - Multicultural Amer Soc Credits: 3.00**

Focuses on the multicultural nature of the students in American schools; analysis of their culture, language, individualism and diversity and addresses their educational implications.

ED 361 - Fndtn Second Lang Lrng Credits: 3.00

Introduction to the theory and practices of bilingual education. The history of bilingual education in the United States and the world will be discussed, and the political implications will also be considered.

ED 362 - Lang/Cog Sec Lang Lrn Credits: 3.00

The process of first and second language acquisition will be discussed; the relationship between bilingualism and cognition will be discussed; the psychological, political and social implications of language learning will be presented.

ED 363 - Curriculum Methods Credits: 3.00

High School METHODS: BUSINESS This seminar is designed to help students learn to prepare lesson design and uni plans appropriate for the Business Education classroom. Additional topics include business lab management, computer software, accounting, business law, and personal finance. High School METHODS: JOURNALISM This course will introduce students to the curriculum topics most generally found in High School Journalism courses. Topics will include Techniques of Journalistic Investigation, Writing, Layout, Photography and Resources available to the teacher. Also included will be the influence of media and discovery of available materials. High School METHODS: MODERN LANGUAGES This course is designed to familiarize students with recent effective teaching methodology, currently developed texts, and curriculum design utilized in the teaching of modern languages. Additional topics include current research on second language acquisition and supportive resources. High School METHODS: ART A course designed to familiarize students with contemporary pedagogical trends in Art. Topics include curriculum design, supportive materials, lesson preparation, and

student evaluation. Students will, in addition, learn activities designed to infuse visual education across the curriculum. High School METHODS: SOCIAL STUDIES A seminar designed to provide students with an understanding of foundational concepts of social science, contemporary social issues, grade level or subject area, scope and sequence, and application of selected social studies skills within the classroom. High School METHODS: MUSIC This course is designed to enhance the prospective teachers' knowledge and understanding of music in the High School. The course content focuses on working with music ensembles of various ability levels. High School METHODS: SPEECH A seminar designed to assist the student in the supervision and instruction of speech activities at the High School level. High School METHODS: DRAMA A seminar designed to assist the student in the supervision and instruction of speech activities at the High School level.

ED 380 - Elem Learning Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the CORE 1 experience. This course will not only provide the overall challenge and structure for the CORE experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the CORE. ED 380 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program admission required.

ED 380L - Elementary Core Lab Credits: .00

ED 381 - Curric Stndrds: (add title) Credits: 1.00

Elementary Curriculum & Standards: Science As part of the CORE 1 experience, determines the essential goals and standards of the elementary curriculum. Learn appropriate content, methods, and strategies for teaching the science in elementary grades. Prerequisite: Program admission required.

Elementary Curriculum & Standards: Social Science As part of the CORE 1 experience, determines the essential goals and standards of the elementary curriculum. Learn appropriate content, methods, and strategies for teaching social science in elementary grades. Prerequisite: Program admission required.

ED 382 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required.

ED 383 - Development & Ind Diff Credits: 2.00

Explores principles of human development including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required.

ED 384 - Exceptionality Credits: 2.00

Provides a broad based introductory course introduces students to the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at both the elementary level and in High School content courses. Prerequisite: Program admission required.

ED 385 - Elem Assessment Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various gradin

ED 390 - High Sch Lrng Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the CORE 1 experience. This course will not only provide the overall challenge and structure for the CORE experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the CORE. ED 380 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice.

ED 390L - High Sch Learning Lab Credits: .00

ED 391 - High Sch Curric/Stndrds Credits: 2.00

As part of the CORE 1 experience, determines the essential goals and standards of the High School curriculum especially CIM/CAM perspectives. Learn appropriate content, methods, and strategies for teaching high school. Prerequisite: Program admission required.

ED 392 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of adolescents, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required.

ED 393 - Development & Ind Diff Credits: 2.00

Explores principles of human development including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required.

ED 394 - Exceptionality Credits: 2.00

Provides a broad based introductory course introduces students to the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at the high school level.

ED 395 - Assess Tech In High Sch Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/ grading information. Prerequisite: Program admission required.

ED 396 - Read/Writing Acrs Curric Credits: 2.00

Language Across The Curriculum (2) Focuses on language processes as supportive tools for learning in all curricular areas. Emphasis will be give to the practical side of integrating the basic skills of reading, writing, speaking, and listening to enhance or further explain subject area knowledge. Additional topics will include, but are not limited to: study skills, content specific writing assignments, accommodating language differences, enhancing vocabulary development, use of appropriate literature to support the curriculum, and the utilization of narrative and poetic as well as expository texts as a basis for learning subject area information. The term "language" in this course refers to all forms of written and oral communication. Prerequisite: Program admission required.

ED 402 - Supervision & Conferencing Credits: 1.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 405 - Reading & Conference Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 407 - Seminar Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 408 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 409 - Practicum Credits: 1.00 to 12.00

An advanced, field-based experience.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 410 - Topics In Education Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 412 - Student Teaching Sem Credits: 2.00

Focuses on the current issues occurring in the student teaching experience, plus issues related to work samples, job placement, interviews, licensure requirements, discrimination, etc. To be taken

concurrently with student teaching. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 415 - Student Tchng: Prim or Elem Credits: 5.00

PRIMARY: Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion. ELEMENTARY: Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion.

ECE Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 416 - Student Tchng: HS or MID Credits: 5.00

Student Teaching: MID LEVEL Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion.

Student Teaching: HIGH SCHOOL Elementary or Secondary supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Program admission required and Core 1 and 2 completion.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 420 - Models Bilingual Learn Credits: 3.00

Theory and application of curriculum development of bilingual instructional programs: design, organization patterns, materials and media, change strategies, and evaluation.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 421 - Second Lang Acq Credits: 3.00

Methodology for the teaching of English as a second language in a bilingual education program. The process of first and second language acquisition will also be discussed. Another topic to be discussed is the political and social implication of language learning.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 421L - ESOL Strategies Lab Credits: 1.00

The purpose of the (English for Speakers of Other Languages) ESOL field experience is to provide opportunities for preservice and practicing teachers to become familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work one on one with a reading buddy to help them develop literacy in second language learners. At the same time, effort are made to accommodate participants' preferences for specific grade levels.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 422 - Ed Lang Minority Student Credits: 3.00

The application of social science theory and methodology to the issues of educating American children from language minority groups; examination of the research and related literature concerning the goals of education in a pluralistic society, cross cultural education, and bilingualism.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 437 - Emergent Literacy Credits: 2.00

Develops an understanding of beginning readers and writers. Includes exploration of emergent literacy, characteristics of developmental spelling and writing, appropriate instructional strategies for emergent literacy learners, assessment, materials, and classroom environments that facilitate literacy learning. Note: to be taken concurrently with or following ED 354. Required for the Basic Reading Endorsement.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 438 - School Reading Programs Credits: 3.00

Organization of district level and school reading programs; roles of classroom teachers, resource personnel, aides, parents and volunteers; standards; current issues. Required for Basic Reading Endorsement.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 439 - Reading Practicum Credits: 3.00

Supervised experience in a school reading program. Includes student assessment, program planning, and instruction. Required for Basic Reading Endorsement. Prerequisites: Core 1, ED 468, ED 468L.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 446 - Socio-Linguistics Tchrs Credits: 3.00

This class is designed to give pre-service teachers, practicing teachers, and teacher-researchers an overview of the structure and functions of spoken and written language in diverse discourse communities. Students will engage in intensive study and practice of the methods involved in sociolinguistic research and discourse analysis. Emphasis is placed on how language is acquired (both grammatical and communicative competence) and how we can support language and literacy learning in school settings by drawing on our students' existing competencies in different discourse communities.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 463 - Mid Level Subj Meth Credits: 2.00

Middle School Methods: BUSINESS

Middle School METHODS: JOURNALISM

Middle School METHODS:

MODERN LANGUAGES

Middle School METHODS: ART

Middle School METHODS: SOCIAL STUDIES

Middle School METHODS: MUSIC

Middle School METHODS:

PHYSICAL EDUCATION/HEALTH

Middle School METHODS: SPEECH

Middle School METHODS: DRAMA

This series of seminars is an extension of ED 363 Curriculum Methods. Ideally placed in a middle school setting, students continue their work in subject specific curriculum in preparation of work samples and applied instruction in the classroom. Mentor faculty assist students in locating resources and in crafting units in practicum settings.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 468 - Diag/Remedial Tech Credits: 3.00

Techniques for assessing reading strategies and skills; diagnosis and instruction of reading difficulties; prevention strategies. Required for Basic Reading Endorsement. Prerequisite: Core 1.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 468L - Diag/Remed Tech Lab Credits: 2.00**ED 469 - Devmntl/Expand Literacy Credits: 3.00**

Develops an understanding of the developing and fluent reader in upper elementary, middle, and secondary levels. Includes strategies and techniques for developing literacy and study skills for various media. Note: to be taken concurrently with or following ED 356. Required for Basic Reading Endorsement. Prerequisite: Core 1.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 479 - Practicum For ESOL Credits: 2.00

The purpose of this course is to provide opportunities for preservice and practicing teachers to become

familiar with the complex world of students from diverse linguistic and cultural backgrounds. Consequently, course participants are assigned to work with students in linguistically diverse educational settings, in close contact with teachers and/or staff who are certified as ESOL instructors. This course may be repeated for up to four credits. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 480 - Primary Learning Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the balance of the Core. ED 480 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program Admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 480L - Primary Core Lab Credits: .00

ED 481 - Curr Stnd:Mus/Art Pr Grd Credits: 1.00

Primary Curriculum and Standards: MUSIC AND ART As part of the Core experience, determines the essential goals and standards of the ECE curriculum. Learn appropriate content, methods, and strategies for teaching art and music in elementary grades. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 482 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of pre-K through grade 4 children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies for pre-K through grade 4. Prerequisite: Program admission required.

ED 483 - Ind Diff & Iss Prim Grd Credits: 1.00

Explores principles of human development and learning particular to primary grades including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 484 - Spec Needs Prim Grds Credits: 1.00

Provides application knowledge needed to effectively teach and work with exceptional students in ECE. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 485 - Assessment In Prim Grd Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 490 - Middle Lvl Lrng Cycle Credits: 2.00

This learning opportunity is the organizational backbone of the Core experience. This course will not only provide the overall challenge and structure for the Core experience, but it will also serve as the meeting place for support courses and clearing house of ideas presented in the Core. ED 490 is the opportunity for candidates to bring all aspects of learning into a meaningful whole through application of theory into practice. Prerequisite: Program admission required.

ED 491 - Mdle Lvl Curric/Stndrds Credits: 2.00

As part of the Core 2 experience, determines the essential goals and standards of the middle school curriculum including early CIM requirements. Learn appropriate content, methods, and strategies for teaching the seven subject areas of middle school grades: Science, art, social studies, language arts, mathematics, physical education/health, and music. Survey the ancillary learning opportunities in vocational areas. Prerequisite: Program admission required.

ED 492 - Classroom Dynamics Credits: 2.00

Examines teaching from three perspectives: 1) management of middle school students, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies of middle school curriculum. Prerequisite: Program admission required.

ED 493 - Ind Diff/Iss Mdle Lvl Credits: 1.00

Principles of human development and learning particular to middle level grades including physical, intellectual, personality, social development, and motivation theory in relationship to classroom learning. Explanations of how learners acquire understanding and how teachers may enhance the process. Prerequisite: Program admission required.

ED 494 - Spec Needs In Mdle Lvl Credits: 1.00

Provides application knowledge needed to effectively teach and work with exceptional students in Middle Level. Prerequisite: Program admission required.

ED 495 - Mdle Lvl Assess Tech Credits: 2.00

Deals with the empirical and subjective evaluation of learners. Each of the following areas are key in the development of the course: Identification of instructional goals; determination of entry skills and behaviors, designing norm- and criterion-referenced testing, descriptive statistics, interpreting and reporting norm- and criterion-referenced test scores, identification of underlying assumptions of various grading systems, conducting formative and summative evaluations, grade reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required.

ED 499 - Senior Seminar Credits: 3.00

The capstone is for the Multidisciplinary Studies majors who do not complete the Elementary Education minor. Prerequisite: Permission of instructor.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

ED 500 - MS Seminar Credits: 2.00

A general topics course based on reading a good national book (or books) on education profession or issues in education and then write a referenced essay. This would verify writing ability at the highest level and would act as a cohort developer and advising session for program development.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 502 - Supervisn & Conferencng Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 503 - Master's Project Credits: 4.00 or 6.00

A field-based project, approved by a graduate adviser and graduate master's project committee providing evidence of quality graduate level scholarship. Prerequisite: Admission to graduate level program.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 504 - Continuing License WS Credits: 1.00 to 3.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 505 - Reading & Conference Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 506 - Special Independent Studies Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 507 - Seminar Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 508 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 509 - Practicum Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 510 - Topics In Education Credits: 1.00 to 6.00

Individual or group investigations of special topics in education, philosophy, curriculum supervision or administration.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 511 - Reading Research In Ed Credits: 3.00

A Comprehensive course on sources of research, reading and understanding research, and doing a literature review. Also an emphasis on qualitative research Possible Outcome: A review of 10 journal articles with annotated summaries of specific criteria. Or, alternatively, a literature review.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 514 - Foundations Education Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 515 - Found Assess Spec Ed Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 516 - SpEA:Cog/Pre-Acad/Com Sk Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 517 - SpEA:Life/Pre-Voc/Soc Sk Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 518 - SpEA:Appl Erly/Mid/High Credits: 1.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 520 - Lrng & Dev: ADD TITLE Credits: 1.00 or 2.00

Learning & Development: SURVEY A survey of current behavioral theory and basis for directive teaching. Principles of human development from birth to old age: physical, intellectual, personality, and social development

Learning & Development: PRINCIPLES A survey of current cognitive learning theory. Developmentally appropriate practices fro Early Childhood, elementary, middle school, and adolescents. this course differentiates these content strands for two basic audiences: ECE-Elementary authorizations and Mid-level/High School authorizations.

Learning & Development: SYNTHESIS This course emphasizes the experimental analysis of learning and adaptive behavior and demonstrates how experimental research can be, and is, applied to the understanding and modification of human behavior.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 521 - Sec Rdng/Wrtng:Conc/Strat/Imp Credits: 1.00 or 2.00

ED 521 Sec. Reading and Writing: Strategies (2), ED 521 Sec. Reading and Writing: Implementation (1) These courses are designed for Secondary Education candidates to increase their knowledge of language literacy and its place in the classroom setting.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 522 - Research Design In Education Credits: 3.00

Sampling and experimental design, quasi design Comprehensive course on parametrics and non-parametric methods. Focus on the practical application of statistical tests and concept of significance. Sample tests such as descriptive statistics, correlation, regression, anova and tests for significance. Primarily an emphasis on quantitative educational research. Possible Outcome: Tests, notebook of typical examples and tests.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 523 - Exceptionality Credits: 3.00

Upon completion of this introductory course, candidates will demonstrate competency in, or understanding of, the skills and knowledge concerning exceptional learners. Candidates will demonstrate competency in, or understanding of, the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom at both the elementary level and in secondary content courses.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 524 - Multiculturalism Credits: 2.00

Upon completion of this introductory course, the student will be able to demonstrate the knowledge of the overall goal of Multi-cultural Education; an overview of a pluralistic society and the different micro cultures to which students belong. A major emphasis is to help all students develop their potential for academic, social, and vocational success.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 525 - Eval & Measure: Credits: 1.00 or 2.00
Eval. & Measure: FUNDAMENTALS Identification of instructional goals. Determination of entry skills and behaviors, designing norm and criterion referenced testing. Descriptive statistics. Interpreting and reporting norm and criterion referenced test scores.

Eval. & Measure: TOOLS/TECHNIQUES Identification of instructional goals. Identification of underlying assumptions of various grading systems. Conducting formative and summative evaluations. Grade reporting techniques. Computer support programs for testing/grading information.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 526 - Curr&Instruct:Models/Plan/Impl Credits: 1.00 or 2.00

Examination of constructivist models of learning and implementation of these models into curriculum.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 527 - Behav & Mgmt: Credits: 1.00 or 2.00
Behavior & Management: PERSPECTIVES

Behavior & Management: MODELS Practical applications of classroom management models.

Behavior & Management: IMPLEMENTATION Planning and implementation of specific classroom models for management of instruction.
 Division: Division Not Declared
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 530 - Lang Arts/Rdng: Credits: 1.00 or 2.00
Language Arts/Reading: CONCEPTS

Language Arts/Reading: STRATEGIES

Language Arts/Reading: IMPLEMENTATION These courses designed to increase the prospective teacher's knowledge and understanding of the language arts curriculum and the teaching of reading and additional language arts skills (spelling, oral communication, grammar, listening, penmanship, drama, and vocabulary development). The utilization of children's literature in the classroom, language arts units and teaching activities as integrative tools for learning will also be addressed.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 532 - Student Tchng Elem/ECE Credits: .00 or 5.00
Student Teaching: ELEMENTARY

Student Teaching: ECE Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Admission to MTE program/ consent of instructor
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 533 - Social Studies:Methods Credits: 1.00

This year-long course is designed to provide the student with information regarding the curriculum, materials, and support personnel utilized in teaching social studies at the elementary school level.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 535 - Art Methods:ECE/Elem Credits: 1.00

A seminar designed to familiarize candidates with contemporary pedagogical trends in elementary school art. Topics include curriculum design, classroom management techniques, external resources, and self-development in the visual arts area.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 536 - Music Meth:ECE/ELEM Credits: 1.00

This course is designed to enhance the prospective teacher's knowledge and understanding of music in the elementary grades. The course content focuses on music curriculum, materials, activities, and resources.
 Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 540 - Bus Ed Methods: Credits: 2.00
Business Education Methods: STRATEGIES

Business Education Methods: IMPLEMENTATION These courses are designed to help candidates learn to prepare lesson design and unit plans appropriate for the Business Education classroom. Additional topics include business lab

management, computer software, accounting, business law, and personal finance.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 541 - Rsrch Anly/Syn:Revw Lit Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 542 - Stdnt Tchng: Credits: 5.00
Student Teaching: HIGH SCHOOL

Student Teaching: MID LEVEL Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing, and evaluating the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Prerequisite: Admission to MTE program/ consent of instructor.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 543 - Sem: Student Teaching Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 544 - Language & Cognition Credits: 3.00

This seminar course provides an exploration of issues related to second language acquisition in schools, cognitive development in bilingual learners, and restructuring K-12 education to better meet the needs of linguistic minority students. Course participants will read extensively in the literature regarding second language education research, learner strategies in acquiring a second language, and the analysis of English and its underlying system. Three major projects will be required, including a literature circle response presentation; a portfolio of weekly response assignments over course readings and weekly linguistic analysis assignments; and an integrative capstone experience which includes conducting and writing up a case study of a selected bilingual learner.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 545 - Found Second Lang Ed Credits: 3.00

Introduction to theory and practices of bilingual education and the history of bilingual education in the U.S. will be discussed. Students will become familiar with current issues and problems in the field of bilingual education, with federal legislation and court cases as they relate to minority students, and with different models of bilingual education programs.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 546 - Iss Ed Lang Minority Std Credits: 3.00

The application of social science theory and methodology is the issue of educating American children from language minority groups; examination of the research and related literature concerning the goals of education in a pluralistic society, cross cultural education, and bilingualism. Identification of major teaching methodologies which utilize ESOL will be discussed.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 547 - Meth Tchng Lang & Cult Credits: 3.00

Practical application for teaching language and culture, information about the concept of proficiency and its relationship to theoretical and methodological trends will be discussed. Useful application for the novice teacher as well as the experienced practitioner where new perspectives in familiar techniques and approaches will be demonstrated.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 548 - 2nd Lang Acquist & ESOL Strat Credits: 3.00

This seminar course is designed to assist practicing teacher in development and practice of research-based strategies for meeting the needs of second language learners in the mainstream classroom. Effective methods of teaching both the English language and regular curriculum objectives will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in mainstream classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 550 - Found Early Childhd Ed Credits: 3.00

Allows exploration of history, current trends, and issues in the field of early childhood. Emphasis will be placed on developing positive relationships between family, community, and school. The diverse needs related to culture as each relates to the development of the young child.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 551 - Early Childhd Curr/Assess Credits: 3.00

A course in which theory and research relate to practice, in a developmentally appropriate curriculum for the young child. Allows the learner to explore the importance of play as it is integrated into the total learning experience of the child. A range of assessment methods, appropriate for child's age and stage, focusing on formative measures, i.e., observation, portfolios, screening tools.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 552 - Growing Child:Birth-8 Yrs Credits: 3.00

A study of the development of the whole child; from birth to age eight, in the areas of physical, cognitive, social, emotional, and aesthetic growth. The relationship between theories and development in each of these areas of growth and application of those theories into practice, in programs for young children. The importance of considering "age and stage" of development when setting goals for the young child is embedded in this course content.

ED 553 - Mtg Needs Spec Lnrn Credits: 3.00

A course designed to emphasize the importance of early intervention for children with special needs. A focus on planning quality interactions in an integrated program, by exploring programs with clearly defined and carefully specified goals for each learner. A theoretical base and philosophy merge to enable learners in this course to accommodate special needs children.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 554 - Behav/Guid Of Yng Child Credits: 5.00

A course to provide learning, related to stages, in the development of behavior, and applying that learning when planning interactions with, and programs for, the young child. Guidance as opposed to control, using methods which have the child's well being as the focus. Exploring adult/child relationships and the effect of the environment on behavior.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-

Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 555 - Practicum:ECE Credits: 1.00 to 6.00

This course will provide supervised, practical experience in a prekindergarten and kindergarten setting. The practicum will extend the learner's experience beyond the college classroom by integrating course work, theories, techniques, into the young child's environment.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 556 - Applied Linguistics Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 557 - Mdrn Lang: Credits: 2.00

Modern Languages: CONCEPTS

Modern Languages: STRATEGIES

Modern Languages: IMPLEMENTATION These courses are designed to familiarize candidates with recent effective teaching methodology, currently developed texts, and curriculum design utilized in the teaching of modern languages. Additional topics include current research on second language acquisition and supportive resources.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 559 - Art Methods: Credits: 2.00

Art Methods: CONCEPTS

Art Methods: STRATEGIES

Art Methods: IMPLEMENTATION These courses are designed to familiarize candidates with contemporary pedagogical trends in Art. Topics include Oregon Standards, curriculum design, supportive materials, lesson preparation, and student evaluation. candidates will, in addition, learn activities designed to infuse visual education across the curriculum.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 560 - Found Literacy Lrng Credits: 2.00

Course focuses on organization, personnel, management, and evaluation of comprehensive reading programs K-12 at classroom, school, and district levels. Implementation and administrative issues are also included. Required for Basic Reading Endorsement. Prerequisite: Elem. or Sec. reading course.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 561 - Emergent Literacy Credits: 3.00

Techniques and methods for teaching reading in the primary grades. Designed to acquaint the student with different procedures, media, and materials for teaching reading from the preschool level through the primary grades. Special focus on language development and communication. Required for Basic Reading Endorsement. Prerequisite: Elem. or Sec. reading course.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 562 - Lit In Elem Grades Credits: 3.00

A survey of elementary literacy programs as well as principles of motivation in literacy learning, major reading strategies and their variants, guided reading, reading/writing connections, the role of basal programs. Prerequisite: ED 560 or equivalent.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 563 - Lit Selected Cont Area Credits: 2.00

Specifics of teaching reading and writing within a specific discipline (K-12). This course would be based on the general knowledge about reading but extended to meet the needs within a specific discipline of a student's choice. Prerequisite: ED 560 or equivalent.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 564 - Literature In Lit Program Credits: 2.00

Explores the many kinds of literature that support literacy programs, principles of literature-based reading, matching literature to students' reading ability and interest level, exploring different types of book sharing. Includes multicultural literature.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 565 - Tech Lit Assess CIs Tchr Credits: 2.00

Views assessment as part of the learning cycle. Develops ability to conduct classroom based assessment and to gather classroom work samples in reading and writing. Would include either running records or miscue analysis appropriate for the classroom teacher. Prerequisite: ED 560 or equivalent.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 566 - Pract Lit Assessment Credits: 1.00 to 3.00

Apply assessment information of ED 565 in an authentic context working with an individual or several literacy learners to diagnose and assess their literacy learning. Prerequisite: ED 565 or equivalent.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 567 - Spelling Matters Credits: 2.00

An in-depth look at developmental spelling and the type of instruction that supports learning to spell from preschool through high school.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 568 - School Reading Prog Credits: 3.00

Characteristics of outstanding reading programs, problem-solving in curriculum and instruction within a school and district context, role of all stakeholders in literacy including school personnel, parents, public, press, and politicians. Prerequisite: ED 560 or equivalent.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 569 - Issues/Rsrch In Lit Credits: 2.00

Issues such as the role of phonics in learning to read or literacy for ESL students would be selected and researched based on current public and professional interest. Students would be expected to write referenced position statements on issues and take action based on those statements. A seminar to provide summation of literacy coursework. Prerequisite: At least two previous undergraduate level reading courses.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 570 - Theories Of Exceptional Credits: 3.00
Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 571 - Soc Std Meth: Credits: 2.00
Social Studies Methods: CONCEPTS

Social Studies Methods: STRATEGIES

Social Studies Methods: IMPLEMENTATION
These courses are designed to provide candidates with an understanding of foundational concepts of social science, contemporary social issues, grade level or subject area, scope and sequence, and application of selected social studies skills within the classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 572 - Music Methods: Credits: 2.00
Music Methods: CONCEPTS

Music Methods: STRATEGIES

Music Methods: IMPLEMENTATION These courses are designed to enhance the prospective teachers' knowledge and understanding of music in the secondary school. The course content focuses on working with music ensembles of various ability levels.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 574 - Lang Arts Meth: Credits: 2.00
Language Arts Methods: CONCEPTS

Language Arts Methods: STRATEGIES

Language Arts Methods: IMPLEMENTATION
These courses are designed to acquaint candidates with the curriculum, the materials, and the supportive resources utilized in the secondary language arts classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 576 - Speech & Drama: Credits: 2.00
Speech and Drama: CONCEPTS

Speech and Drama: STRATEGIES

Speech and Drama: IMPLEMENTATION These courses are designed to assist the student in the supervision and instruction of speech activities at the secondary level.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. May not be enrolled in one of the following Class(es): Freshman, Junior, Non-Admitted Undergraduate, Sophomore, Senior

ED 577 - PIng Except Learner Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 578 - PIng Appl:ECE/Elem/Mid/High Credits: 1.00
Planning Applications: EARLY CHILDHOOD & ELEMENTARY EXCEPTIONAL LEARNERS

Planning Applications: MIDDLE & HIGH SCHOOL EXCEPTIONAL LEARNERS

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

ED 579 - Legal/Proc Aspect Sp Ed Credits: 3.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 580 - Erly Interv/Accl Prg Lit Credits: 2.00

Investigate the research and principles that underlie successful programs for young children and examine specific programs such as Reading Recovery, Early Steps, First Steps, Success For All, Four Blocks, etc. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading including ED 561. Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 581 - Literacy Mid/High Sch Credits: 2.00

Principles of successful literacy programs at these levels for all students and specifics of how to work with students who have not yet found success in literacy. This course is appropriate for the MS Literacy cognate and is a requirement for the Middle School/High School Reading Endorsement.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 582 - Tech Diag/Inst Rdng Spec Credits: 3.00

Specific strategies that would be appropriate in small group and individualized diagnosis and instruction for students with special needs in learning to read, more advanced diagnosis than for the classroom setting. Advanced miscue analysis. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 583 - Practicum In Literacy Credits: 1.00 to 3.00

Contextualize theoretical and research information in a school or clinical setting (work with a case study or in an early intervention program or with an acceleration program or with something like America Reads or as a shadow to a reading specialist). Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading including ED 582.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 584 - Behav/Clsrm Mgmt Ex Lrnr Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 585 - Rdg/Writ Across Curric Credits: 2.00

This course will focus attention on current research which supports the utilization of reading and writing as supportive tools for learning. Emphasis will be given to the practical side of integrating these two basic skills to enhance or further explain subject area knowledge. Additional topics may include, but are not limited to: textbook readability, designing study guides, alternative writing assignments, assisting

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 586 - Research Mthds In Ed Credits: 3.00

A course which outlines the actual outcomes for a research path. Also, application of software programs. Outcome: Master's Thesis Proposal.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 587 - Curric Stndrds & Pract Credits: 2.00

A course designed to help students understand the foundations of curriculum design for the classroom. A course to aid in teacher participation of school

curriculum construction, curriculum improvement, designing of student outcomes, textbook adoption, and annual classroom planning.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 588 - Assess Issues & Pract Credits: 2.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 589 - Guid & Couns Elem/ECE Credits: 2.00

Guidance and Counseling: Elemen./ECE (2) This course is designed to acquaint the prospective elementary teacher with preventative counseling procedures utilized in the elementary classroom. Emphasis will be upon counseling techniques with young learners, parent conferencing, school law, and practical activities for the classroom.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 590 - Guid & Couns:HS/Mid-Lev Credits: 2.00

Introduction to the field of guidance and counseling as related to the school. Methods and means of assisting students with personal, educational and vocational problems.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 591 - SpE:PreAcad/Com:ECE-High Credits: 2.00

Special Education Methods-Pre/Academics & Communication: EARLY CHILDHOOD & ELEMENTARY

Special Education Methods-Pre/Academics & Communication: MIDDLE & HIGH SCHOOL

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 592 - SpE:Life/PreVoc Sk:ECE-High Credits: 2.00

Special Education Methods-Life & Prevocational Skills: EARLY CHILDHOOD & ELEMENTARY

Special Education Methods-Life & Prevocational Skills: MIDDLE & HIGH SCHOOL

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 593 - Collab/Consult Spec Ed Credits: 2.00

This course is designed to develop interdisciplinary competencies among educators who instruct exceptional learners in special or regular settings. Specifically, the course will address: parent communication and involvement, collaboration with social service agencies, and an examination of the consultant model of service delivery.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 594 - CCSpEd:Erly/Mid/High Credits: 1.00
Collaboration/Consultation Applications: EARLY CHILDHOOD****Collaboration/Consultation****Applications: MIDDLE & HIGH SCHOOL**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 595 - FExp:Early/Mid/Lnrn Credits: 1.00 to 2.00
Field Experiences with Early Childhood Exceptional Learners****Field Experiences with Middle School Exceptional Learners**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

**ED 596 - Pract:Elem/High Credits: 3.00 to 6.00
Practicum with Elementary Exceptional Learners****Practicum with High School Exceptional Learners**

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 597 - Spec Ed:Admin & Superv Credits: 3.00

This course is designed to acquaint teachers, principals, supervisors, and directors of instruction with administrative and supervisory practices in initiating, maintaining, and expanding special education programs.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 598 - Transition Assess&Strat Credits: 3.00

This course is designed to acquaint students with the concepts of transition planning for students with disabilities. Students will be introduced to the theoretical constructs of career and vocational education; transition models; methods of career and vocational assessment; and curricular approaches.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 599 - Prob/Issues Special Ed Credits: 3.00

This seminar encourages students to identify various problems and issues in the delivery of special education programs, especially those programs located in rural and remote areas. Each student is required to thoroughly research one issue and provide a model for addressing it.

ED 705 - Reading & Conf Credits: 1.00 to 5.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

ED 706 - Spec Indiv Stud Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 707 - Seminar Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 708 - Workshop Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 709 - Practicum Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

ED 710 - Topics In Education Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 333 - Math In Elem School Credits: 5.00

Scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Prerequisite: Program admission required. 12 hours in college-level mathematics required.

MTHE 363 - Curric Meth:Math Credits: 3.00

A course designed to provide students with the opportunity to apply foundational information in the area of mathematics to the High School classroom setting, and to enable students to review High School mathematics curriculum, current instructional materials, and supportive resources.

MTHE 410 - Sp Sec Math Meth Credits: 3.00

A consideration of some of the materials and teaching techniques appropriate to the Secondary school mathematics classroom. Prerequisite: Junior or Senior standing.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MTHE 463 - Curric Meth:Mathematics Credits: 2.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MTHE 510 - Topics In Education Credits: 1.00 to 6.00

Topics which bear on the high school mathematics curriculum or which might be used to stimulate high school mathematics students; topics such as Boolean algebra, probability, continued fractions, Fibonacci sequence, etc. Prerequisite: One year of experience teaching mathematics.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 531 - Mathematics: Methods I Credits: 3.00

Scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Prerequisite: Program admission required. 12 hours in college-level mathematics required.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

MTHE 567 - Math Meth:Conc/Strat/Imp Credits: 2.00

MTHE 567 Mathematics Methods: Concepts (2)
MTHE 567 Mathematics Methods: Strategies (2)
MTHE 567 Mathematics Methods: Implementation (2) These courses are designed to provide MTE secondary candidates with the opportunity to apply foundational information in the area of mathematics to the secondary classroom setting, and to enable candidates to review secondary mathematics curriculum, current instructional materials, and supportive resources.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Undergraduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

MTHE 574 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-

Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 575 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

MTHE 576 - Calc For Tchrs Credits: 3.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 509 - Literacy Practicum Credits: 3.00

Supervised experience in a school reading program. contextualizes theoretical and research information in a school setting. Prerequisite: Undergraduate reading endorsement or ten graduate credits in reading, including ED 582. You must have permission of the instructor to register for this practicum. You may not take both ED 583 and READ 509 for credit.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

READ 512 - Fndtns Lit:Knowledge Base Credits: 3.00

This introductory graduate course introduces teachers to the foundations of literacy. Learners will explore the factors that influence literacy learning and analyze core understandings about the nature of reading. They will be introduced to consensus research findings and learn how these are translated into best practices in the classroom.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 513 - Fndtns Lit Mid/High Sch Tchrs Credits: 3.00

This introductory graduate course introduces teachers to the foundations of literacy as they apply to middle and high school learners. Students will explore the factors that influence literacy learning and analyze core understandings about the nature of reading. They will be introduced to consensus research findings and learn how these are translated into best practices in the classroom. Prerequisite: Graduate standing. It is assumed that all participants must have access to a middle/high school level classroom where they can conduct observations as well as incorporate the literacy strategies we discuss in this class

Restrictions: Must be enrolled in one of the following Level(s): Graduate, Non-Admitted Graduate, Post-Baccalaureate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 514 - Linguistics For Tchrs Credits: 3.00

This introductory course introduces the graduate student to the structure and functions of English. Course participants will analyze the underlying grammatical system of English at the phoneme, word and text levels. Learners will demonstrate their knowledge of how language change influences the rise of dialects within a given language and the creation of new languages over time. Learners will engage in a comparative analysis of the linguistic features of several world languages, collect and analyze different speech samples in English, and prepare a series of lesson plans aimed at helping specific learners analyze authentic English language and usage related to a selected content area.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 536 - Tchng Phonics/Wrd Stdy Credits: 1.00

This course will examine recent research regarding knowledge about how to include word study in a primary/elementary classroom. A specific goal is to increase knowledge about how to teach students to become word solvers. Students will in turn learn to use tools they need to approach new words that are embedded in texts they read and occur in the texts they write. Topics will include phonemic awareness, letter names/sounds, phonics, word walls, and spelling patterns. Many instructional strategies to reach this goal will be examined.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 550 - Foundations Second Lang Ed Credits: 3.00

This seminar course is an introduction to the theory and practice of second language education instruction in the United States. Overview and comparison of second language education (including ESL, bilingual education, foreign language education) and second language literacy programs, practices, and goals will be presented. Assumptions about the nature and value of second language and literacy instruction in different program approaches will be explored. History of second language education in the U.S. will be discussed, as will political and social implications of language education. Emerging concepts central to culturally responsive pedagogy for language learners will also be explored.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 561 - 2nd Lang Acquist & ESOL Strat Credits: 3.00

This seminar course is designed to assist practicing teacher in development and practice of research-based strategies for meeting the needs of second language learners in the mainstream classroom.

Effective methods of teaching both the English language and regular curriculum objectives will be the main focus of the course, with a special emphasis on learning to read, write, and speak English in mainstream classroom.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 574 - Lit Assess Mid/High Sch Tchrs Credits: 3.00

Focuses on the informed and critical use of literacy assessment at the middle and high school level. Students will learn both formal and informal techniques.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 576 - Miscue Analysis Credits: 1.00

Study of miscue analysis for assessing students' reading strategies; includes the development of instruction related to information from the miscue analysis.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

READ 594 - Young Adult Literature Credits: 1.00

This introductory graduate course introduces teachers to the world of adolescent literature. Theoretical concepts and practical aspects will be explored.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

READ 595 - Multicultural Literature Credits: 1.00

This course offers a workshop approach to enhancing teachers' ability to locate, evaluate, and incorporate quality multicultural literature into their grade-level curriculum. Learners will read and explore selected fiction, poetry, and non-fiction works by noted contemporary authors in the realm of multicultural literature. Learners will familiarize themselves with new authors and titles, explore activities which introduce students to multicultural literature, and develop resource lists for their own classrooms and school libraries.

Restrictions: Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

SCED 310 - Selected Topics Credits: 1.00 to 6.00**SCED 363 - Curric Methods:Science Credits: 3.00**

A course designed to provide students with an understanding of the science curriculum at the High School level. Effective materials, support systems, and activities for optimum student gains in the science areas will be addressed.

SCED 410 - Selected Topics Credits: 1.00 to 6.00**SCED 463 - Curric Meth:Science Credits: 2.00**

A course designed to provide students with an understanding of the science curriculum at the High School level. Effective materials, support systems, and activities for optimum student gains in the science areas will be addressed.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

SCED 508 - Science Ed Workshop Credits: 1.00 to 6.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

SCED 509 - Science Ed Practicum Credits: 1.00 to 6.00

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

SCED 510 - Selected Topics Sci Ed Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

SCED 556 - Science Methods: Credits: 1.00

These courses are designed to acquaint candidates with grade level curriculum, textbooks and support materials, and the creation of elementary school science programs. An emphasis will be placed upon classroom activities that are especially applicable to science instruction.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

SCED 558 - Science Meth: Credits: 2.00

Science: Concepts (2), ED 558 Science: Strategies (2), ED 558 Science Methods: Implementation (2)
These courses are designed to provide candidates with an understanding of the science curriculum at the secondary level. Effective materials, support systems, and activities for optimum student gains in the science areas will be addressed.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Undergraduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

Fire Services Administration

Division of Distance Education

The Fire Services Administration program is cooperatively offered by Western Oregon University and Eastern Oregon University through a consortium arrangement. Chemeketa Community College and Portland Community College are the two-year college consortium members. State standard guidance comes from a fifth member, the Department of Public Safety Standards and Training (DPSST).

All course objectives and outcomes correspond to the requirements of DPSST.

By agreement, EOU accepts WOU's Degrees at a Distance Program fire service courses and WOU accepts EOU's Prior Learning credit as appropriate within the degree program.

Prior learning credits count toward residency at EOU, but Degrees at a Distance credits do not.

The BA/BS degree requirements provide for an upper-division major built upon an associate degree in fire protection science or a professional-technical core fire science curriculum available from most Oregon community colleges.

Professional upper-division courses in the program are offered on WOU's campus and in Portland at specific times, and some of them are offered by EOU via the Web. Please contact the Division of Distance Education at EOU for further information on course availability and delivery method.

REQUIREMENTS FOR THE BA OR BS IN FIRE SERVICES ADMINISTRATION

1. All students, including those with an Associate Degree in Fire Science / Fire Protection, must complete the lower division fire technology core curriculum or equivalents:

- Introduction to Fire Protection** (3 credits)
- Major Emergency Tactics and Strategy** (3 credits)
- Fundamentals of Fire Prevention** (3 credits)
- Building Construction for Fire Suppression** (3 credits)
- Fire Department Leadership** (3 credits)
- Fire Protection Systems & Extinguishers** (3 credits)
- Fire Codes and Ordinances** (3 credits)
- Firefighters Law** (1-3 credits)

Fire Department Budgets (1-3 credits) Public Relations (1-3 credits)

Admission to the upper-division professional core is limited to persons who have completed required lower division fire science coursework at the community college level. EOU's Fire Services Administration program strongly encourages substantial firefighting experience and Firefighter II designation.

The FSA program director determines all lower division course equivalencies. Waivers are almost never granted. EOU Prior Learning credit is determined by a faculty member from either Portland Community College or Chemeketa Community College.

2. Upper-division Professional Core "Institute" Courses (24 hrs)

a) Complete the following required courses with a grade of "C-" or better.

- FSA 307** Emergency Services Delivery (3)
- FSA 309** Inspection and Investigation (3)
- FSA 311** Principles of Fire Protection Management (3)
- FSA 313** Fire Personnel Management (3)
- FSA 315** Organization for Fire Protection (3)
- FSA 317** Fiscal Management in Fire Protection (3)
- FSA 319** Legal Aspects of Fire Protection (3)

b) Advanced Institute Capstone (3)
(Choose one from one of seven 400+ level Advanced Institutes, which are available both on-site and on the Web)

3. Upper division elective coursework in Business, Social Science, and Communications (27 credits)

4. Complete institutional graduation requirements including:

a) Functional computer literacy must be met (word processing and either spreadsheets or database management).

b) For the BS degree, students must successfully complete (grade of "C-" or better) any mathematics course college level or above.

c) For the BA degree, the student must demonstrate foreign language proficiency.

d) Students must complete two writing-intensive courses. All FSA institutes are designated as writing-

intensive courses.

(Note: See additional institutional graduation requirements on page 27.)

5. Grade point average: Minimum of 2.00 GPA in the major and a minimum of 2.00 in all college work.

FIRE SERVICES ADMINISTRATION COURSE DESCRIPTIONS

FSA 307 - Emergency Serv Deliv Fire EMS Credits: 3.00

Explores multi-agency planning, deployment and operations as they relate to multi-alarm incidents, target hazards and major disasters.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

FSA 309 - Fire Inspect And Investigation Credits: 3.00

Offers a comprehensive look at prevention, inspection, investigation, and enforcement issues from a senior officer perspective.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

FSA 311 - Fire Protect Mgt Credits: 3.00

(Writing Intensive) An investigation of management and supervisory responsibilities including motivation, discipline, human relations, training, communications, followership, planning, leadership, management-employee relations.

FSA 313 - Personnel Mgmt Credits: 3.00

(Writing Intensive) To develop a perspective on specific personnel functions including manpower planning and development, job description and analysis, employment recruitment, selection and placement, promotions, transfers, separations, wage and salary administration, labor-management negotiations and contracts.

FSA 315 - Organization Credits: 3.00

(Writing Intensive) To develop an understanding of fire department organization including fire defenses and insurance ratings, organization for fire suppression and prevention, the fire department and the municipality, inter-municipality fire services.

FSA 317 - Fiscal Mgmt Credits: 3.00

(Writing Intensive) The budget process, taxation and assessment, operations planning, financial aid and grant programs, allotment of resources, analysis of expenditures and productivity; management information systems.

FSA 319 - Legal Aspects Credits: 3.00

(Writing Intensive) Federal and state laws, codes and ordinances, legal responsibilities of fire service agencies, liabilities, and civil law, enforcement procedures and police powers.

FSA 321 - Master Planning Credits: 3.00

(Writing Intensive) Major emergency planning, defining problems and problem areas, involving other municipalities or district agencies, the planning process, implementation of plan objectives, review of programs.

FSA 407 - FSA 407 Credits: 1.00 to 15.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

FSA 421 - Adv Fire Serv Mstr Plan Credits: 3.00

Geography

Geography is the study of the human use of the earth and of the physical and cultural processes which form landscapes.

Geography at EOU leads the student to an understanding of human/environmental relations at the global, national, regional and local scales, while also providing intellectual and skills development for careers in such fields as urban and regional planning, environmental management, primary and secondary education, cartography and map reproduction, geographic data systems, tourism and economic development, and international business. Geography offers a minor as well as a major under Liberal Studies Small City and Rural Management.

MINOR IN GEOGRAPHY

(This minor is also available via the Division of Distance Education)

Requirements for a minor in Geography includes 16 credit hours of lower division and 15 credit hours of upper division courses. A grade of "C-" or better is required in all courses counted toward the minor.

Completion of the following lower division courses:

GEOG 105

Introduction to Cultural Geography (5)

GEOG 106

Introduction to Physical Geography (5)

GEOG 201

Cartography I (3)

Total: 13

Completion of the following upper division courses:

GEOG 306 Cartography II (3)

GEOG 317

Land Use and Environmental Planning (3)

GEOG 318

North American Regional Planning (5)

GEOG 319* Environ. Report Writing (3)

GEOG 401* Environ. Research (2)

Total: 18

GEOG 318 is listed as GEOG 483 in Division of Distance Education here at Eastern Oregon University.

*Education majors and those not pursuing a career in planning may substitute GEOG 483 - World Regional Geography for GEOG 319 and GEOG 401 (offered through the Division of Distance Education. GEOG 484 substitutes for GEOG 319 and GEOG 401).

GEOGRAPHY

COURSE DESCRIPTIONS

GEOG 101 - World Regnl Geog*S Credits: 5.00
Gen Ed-Social Science

Introduction to the physical and cultural geography of major regions of the world and their interactions and relationships with each other. The impact of man on the environment is emphasized.

GEOG 105 - Cultural Geography*S/LC Credits: 5.00
Gen Ed-Social Science

New Gen Ed-Logic/Lang/Culture

An introduction to the ways in which various cultures have evaluated, utilized and modified the landscapes and environments they have occupied. Emphasis is on cultural regions of the United States and Canada.

GEOG 106 - Physical Geography*N/NW Credits: 5.00
Gen Ed-Natural Science

New Gen Ed-Natural World

An introduction to the physical elements of geography and the natural environment, including weather and climate, vegetation, soils, landforms and geodesy. Case studies and examples of environmental problems in the Pacific Northwest are emphasized.

GEOG 201 - Cartography I Credits: 3.00

An entry-level survey of the physical properties and uses of topographic maps and air photographs. Special emphasis is placed on the identification, analysis and interpretation of landscape elements utilized by geographers and planners. Lecture and laboratory. Prerequisite: GEOG 105, 106

GEOG 204 - Intro Econ Geog Credits: 3.00

Patterns, structures and locational principles of economic activity, including regional economic development, agricultural and resource land use, industrial location and distribution of service activity. Comparison of theory with real-world examples is emphasized. Prerequisite: GEOG 105

GEOG 207 - Selected Topics Credits: 1.00 to 5.00

Selected topics; terms and credit to be arranged

GEOG 208 - Geog Recreation Credits: 3.00

An introduction to planning issues and techniques in outdoor recreation, including development and use of outdoor resources, patterns of travel and tourism, and recreational impact on natural environments.

GEOG 211 - Political Geog Credits: 3.00

GEOG 306 - Cartography II Credits: 5.00

Introduction to the elements of thematic map construction, including map design, compilation of data, lettering techniques, generalization and symbolization. Lecture and laboratory. Prerequisite: GEOG 201

GEOG 306L - Appl Cartog Lab Credits: .00**GEOG 307 - Cartography III Credits: 5.00**

Development of intermediate skills in map design, projections, color, symbolization, graphic display of statistical data and map reproduction techniques. Lecture and laboratory. Prerequisite: GEOG 306

GEOG 308 - Computer Cartog Credits: 5.00

Principals and procedures involved in automated map production and geographic information systems. Prerequisite: BA 110-113, GEOG 307

GEOG 310 - Urban Geography Credits: 3.00

(Writing Intensive) Patterns, forms and functions of urban settlements, including origins and growth, world urbanization, central place theory, spheres of influence, urban physical environments and land use dynamics in the North American city. Prerequisite: GEOG 204

GEOG 311 - Political Geog Credits: 3.00**GEOG 317 - Land Use & Environ Credits: 3.00**

(Writing Intensive) An introduction to landscape appreciation, including historical aspects of land use, environmental conflicts and land use planning.

GEOG 318 - N Amer Regional Plng Credits: 5.00

(Writing Intensive) A regional and topical seminar analyzing North American land use patterns and the creation of human landscapes. Environmental problems, land use planning and cultural impact on natural landscapes are emphasized. Prerequisite: GEOG 105, 106

GEOG 319 - Environ Report Writing Credits: 3.00

(Writing Intensive) Data collection and analysis, design and writing of land use and environmental reports for public and private agencies. Individual and/or class projects. Prerequisite: GEOG 317, 318

GEOG 324 - Natural Resource Credits: 3.00

An analysis of the political organization of territory, including global political patterns, nationalism, colonialism, effect of boundaries, voting patterns and problems of local and regional political fragmentation. Prerequisite: GEOG 105

GEOG 393 - Sem:Physical Geog Credits: 5.00

Advanced topics in physical geography, including climate, soils, vegetation, landforms and environmental hazards, with emphasis on applications to planning. Prerequisite: GEOG 106

GEOG 401 - Environ Research Credits: 1.00 to 5.00

Selected topics; terms and credit to be arranged.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 407 - Selected Topics Credits: 1.00 to 5.00

Selected topics; terms and credit to be arranged. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 409 - Field Placement Credits: 1.00 to 15.00

A planned and supervised work experience at the intermediate level designed to allow students the opportunity to further explore or finalize career plans in a real-world setting. The work experience emphasizes the application of classroom learning to actual employment situations.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 410 - Selected Topics Credits: 1.00 to 5.00

Selected topics, terms and credits to be arranged. Prerequisite: Upper level standing
Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 411 - Transportation Geog Credits: 3.00

(Writing Intensive) Patterns and systems of the movement of goods and people as essential elements of modern economic development are considered, with an emphasis on techniques of quantitative analysis, historical and contemporary socioeconomic settings, global differences in trade patterns and the effect of changing transportation technology over time. Prerequisite: GEOG 204

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 434 - Archit Geog/N Amer*S Credits: 3.00
Gen Ed-Social Science

(Writing Intensive) A survey of United States and Canadian architecture from the Colonial period to the present. The course deals with the diffusion of styles of residential, commercial, and public architecture across the continent, the availability of building materials and technology and effects of these on past and present landscapes of the Pacific Northwest. Special emphasis is placed on

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 480 - Geographic Educ Credits: 3.00

Basic geographic concepts for the K-12 classroom; includes selection and use of maps as visual aids, field work in geography, environmental issues and instructional strategies for global education.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 483 - Regional Studies Credits: 5.00

Geographic analysis of selected world regions, including basic methodology and interpretation; regions include Africa, Europe, Pacific Rim, North America, Central and South America, USSR and others.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 484 - Regional Studies Credits: 5.00

Geographic analysis of selected world regions, including basic methodology and interpretation; regions include Africa, Europe, Pacific Rim, North America, Central and South America, USSR and others.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 485 - Geog Pacific NW Credits: 3.00

(Writing Intensive) A geography of the Pacific Northwest with its central focus on the state of Oregon. Issues considered include geology and landforms, climate, settlement, urbanization and economic development, resources, transportation patterns and environmental problems.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 490 - Geog World Affair Credits: 3.00

An introduction to geographic perspectives on international events; emphasis is on world trouble spots and issues including ethnic conflicts, economic disparities, territorial claims, food and energy supplies and population growth.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

GEOG 707 - Selected Topics Credits: 1.00 to 15.00

A graduate-level course in basic geographic concepts for the K-12 classroom; includes selection

and use of maps as visual aids, field work in geography, environmental issues and instructional strategies for global education.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

GEOG 710 - Seminar Credits: 1.00 to 5.00

A graduate-level seminar course for teachers dealing with special topics in geographic education.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

GEOG 808 - Geog Ed Workshop Credits: 1.00 to 5.00

A graduate-level workshop in geographic education.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

Eastern Oregon University

Instructional Services**OBJECTIVES**

Eastern Oregon University offers students the opportunity to study library science concepts and issues relevant to research methodology and/or careers librarianship, education, and information technology. These classes are offered as a foundation for students in developing information literacy and are also part of the teacher education program.

LEARNING OUTCOMES

The coursework provided is a curriculum which prepares students to become knowledgeable in the library and information world and which gives them:

- An integrated understanding of central underlying concepts, theories, processes, models and research with a focus on users and the organization of information

- An appreciation of the varied roles, contexts, settings and values in which information work takes place and the interrelationships among them

- A principled comprehension of important issues and terms and the ability to learn more about the discipline

MEANS OF ASSESSMENT

Several tools are used in assessing student learning. Examinations are designed to let us assess students' ability to apply fundamental concepts and problem-solving skills to the solutions of specific problems.

Evaluations of oral presentations and term projects are used to determine the improvement in conceptual understanding by students.

LIBRARY COURSE DESCRIPTIONS

LIB 127 - Information Access*CP Credits: 3.00 **New Gen Ed-Crit Think/Prob Sol**

Use of print and electronic finding tools including the library catalog, periodical indexes, reference resources, and the Internet; critical thinking skills within the research process; experience in the preparation of bibliographies. Tailored to student's interests and prior experience.

LIB 307 - Electronic Srch Tech*CP Credits: 2.00 **New Gen Ed-Crit Think/Prob Sol**

Covers the basic concepts of structure and searching of online databases; use of the Internet and the World Wide Web; basic components and technology of the information industry; critical evaluation of electronic resources; current and future trends in search engines, databases and use of the internet.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

LIB 330 - Introduction to Use of Media: Credits: 2.00

Basics of Computer Searching. Use of information sources and services. Consideration of all kinds of media.

LIB 387 - Literature for Primary Grades Credits: 2.00

An experience in literature for early childhood; intended to model its use in the classroom and home as well as to provide students with the abilities to evaluate and select quality children's literature. Prerequisite: Program admission required.

LIB 387L - Lit for Primary Grades Lab Credits: .00

LIB 388 - Children's Literature Credits: 2.00

An experience in children's literature and library; intended to model their use in the elementary classroom as well as to provide students with the abilities to evaluate and select quality children's literature. Prerequisite: Program admission required.

LIB 388L - Children's Lit Lab Credits: .00

LIB 389 - Literature For Middle Level Credits: 2.00

An experience in adolescent literature; intended to provide students with the abilities to evaluate and select quality adolescent literature for use across the curriculum. Prerequisite: Program admission required.

LIB 389L - Lit For Mdle Lvl Lab Credits: .00

LIB 409 - Practicum Credits: 3.00

Supervised experience (while enrolled in college) designed to offer opportunity to explore career areas and learning situations through field placement that parallels one's academic major.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 442 - Sel Acq Media Ctr Credits: 3.00

Methods and materials used in the evaluation and selection of all types of materials found in education media centers.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 458 - Storytelling Credits: 3.00

Literature suitable for oral presentation to children of all ages, instruction and practice in the techniques of the art of storytelling.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 481 - Media Sources Credits: 3.00

Basic reference sources, indexes, bibliographies, and bibliographic form and usage. Practical problems in the use of reference tools.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 484 - Media Cntr Admin Credits: 3.00

Particular emphasis on place of media center in the instructional program. Includes planning centers, financing, standards and objectives. For school administrators and librarians.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 486 - Intro to Cataloging/Classifica Credits: 3.00

Instruction and practice in procedure for classifying and cataloging books and library materials.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 488 - Books For Young Credits: 3.00

Selection and evaluation of books and other materials for the junior and senior high school library; study of adolescent reading interests and library's role in guidance reading.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

LIB 490 - Educational Technology Credits: 1.00

Current applications of telecommunications, applications software, and other media associated with the elementary classroom is the content of this course. Prerequisite: Program admission required.

LIB 490L - Ed Tech Lab Credits: .00

Liberal Studies

(This major is also available via the Division of Distance Education)

The Bachelor of Arts/Bachelor of Science in Liberal Studies allows students to combine two areas of study into one interdisciplinary degree

program. Because the two areas of study may be chosen from both the College of Arts and Sciences and the College of Education and Business, a full description of the Liberal Studies Degree Program is located in the School of Arts and Sciences section on page 110.

Military Science

Eastern Oregon University and the Oregon Army National Guard offer a unique leader development program specifically for the civilian career-minded student. This program, the Guard Officer Leader Detachment, or GOLD, provides motivated young men and women exciting and valuable instruction in a variety of areas such as decision-making, goal-setting, team-building, and small-group leadership. Classroom and outdoor activities are designed to physically, mentally, and emotionally challenge you, build your self-confidence, and develop your leader skills. If you qualify, you could earn a commission as an Army officer upon graduation in the Oregon Army National Guard.

GOLD is a four-year program that provides on-campus military science instruction in two parts: the Basic Course and the Advanced Course. All classes are fully accredited and applicable towards fulfilling academic requirements for a baccalaureate degree.

BASIC COURSE (Introductory Phase)

The Basic Course is comprised of 100 and 200-level lower division courses, is usually taken in your freshman and sophomore years, and is open to any student enrolled at Eastern. Your participation in this course is completely voluntary and requires no military commitment. Instruction is oriented on adventurous outdoor and classroom activities that give you insight into the military service, basic soldiering, and leadership.

You also get to learn about the citizen-soldier and

some of his/her social contributions, duties, and responsibilities. Through your personal involvement, you get to see whether this role appeals to you.

You must join the Guard and complete Army Initial Entry Training to be eligible for the Advanced Course.

ADVANCED COURSE (Pre-commissioning Phase)

The Advanced Course is a two-year pre-commissioning phase that integrates classroom instruction, military training, and practical experience to progressively develop your leader skills, qualities, and character. In April of your sophomore year, you enroll in the state's Officer Candidate School (OCS) at the Oregon Military Academy and train as an Officer Candidate with your OCS class during the summer. Summer training consists of 15 consecutive days after your sophomore year and another 15 consecutive days after your junior year. This training is presented in a challenging, 24-hours-a-day world. For this training, you are paid as a Staff Sergeant (E-6). In your junior and senior years, leader development occurs in 300 and 400-level upper division Military Science and PEH 180 Army Physical Fitness classes. We continuously assess your performance and provide you the essential feedback and reinforcement you need to become a top-notch leader in business, the community, and the Guard.

ELIGIBILITY

You must meet these requirements to be accepted into the Advanced Course:

1. Be between 18 and 30 years old,
2. Be a U.S. citizen,
3. Be a member of the Army National Guard
4. Have completed Initial Entry Training (IET),
5. Be in good health as evidenced by a current physical,
6. Have an Army GT score of 110+ and a SAT of 750 or an ACT of 1500,
7. Be of good moral character and behavior, and
8. Be an admitted full-time student at Eastern Oregon University.
9. Although you do not have to participate in the Basic Course to enter the Advanced Course, it is encouraged.

FINANCIAL INCENTIVES

Several benefits are available to you once you join the Guard and participate in the GOLD program. As a full-time student, the Montgomery GI Bill will pay you \$282 per month to help you get your college degree. GI Bill Kicker \$200 initially and increased to \$350 once you complete Phase I. The Student Loan Repayment Program will help you repay up to \$10,000 of your student loans while you pursue your commission. As a guardsman, you may qualify for a \$6,000 initial enlistment bonus and receive weekend drill pay of between \$180 and \$200 per month. Drill pay increases to that of a Staff Sergeant (E-6) or roughly \$270 to over \$280 per month once you enroll in OCS. Additionally, IET pay for 8 week Basic Training and 5-8 week Advanced Individual Training amounts to between \$1,290 and \$1,850 a month. (Exact pay is dependent upon marital status and years of service.)

As a National Guard soldier in the GOLD program, you are eligible for the 75% Federal tuition Assistance. You may also compete for the Major General Willard K. Carey Scholarship awarded annually to a junior or senior in the Advanced Course who is an Oregon resident, maintains a cumulative 3.00 GPA, is physically fit, and exhibits leadership potential and exceptional character traits. This scholarship pays full tuition, book costs, and incidental fees for one year.

The bottom line is that during your junior and senior year, you can receive \$626 a month in cash and have 75% of your tuition paid for.

COMMISSIONING

When you complete the Advanced Course and receive your degree, you are commissioned a Second Lieutenant in the Oregon Army National Guard. You receive an officer specialty and are assigned to a unit in Oregon based on your personal preference, academic background, civilian employment, GOLD recommendations, and the needs of the Guard. As a newly commissioned officer, you normally attend an Officer Basic Course (OBC) in your specialty shortly after graduation. OBC is two months or longer, depending upon your

specialty, for which you are paid over \$2,750 per month. Your Reserve commission permits you to serve in any state National Guard or Army Reserve unit, if a position vacancy exists, should it become necessary due to civilian employment transfer.

PROGRAM STRUCTURE

Basic Course (Freshman - MS 1)

- MS 101** Adventure Training I (1)
- MS 102** Role of the Total Army (1)
- MS 103** Adventure Training II (1)
- MS 010** Leadership Lab (0)

Basic Course (Sophomore - MS 2)

- MS 201** Land Navigation (2)
- MS 202** Leadership and Management (2)
- MS 203** Basic Military Skills (2)
- MS 010** Leadership Lab (0)
- MS 205** OCS Phase I (2) (Summer)

Advanced Course (Junior - MS 3)

- MS 301** Military Leadership (3)
- MS 302** Military Operations (3)
- MS 303** Small-Unit Tactics (3)
- MS 010** Leadership Lab (0)
- MS 310** OCS Phase III (2) (Summer)
- PEH 180** Army Physical Fitness Training (3 terms) (1 each)

Advanced Course (Senior - MS 4)

- MS 401** Army Training Management (3)
- MS 402** Military Law and Administration (3)
- MS 403** Personal Affairs & Career Development (3)
- MS 409** Practical Field Experience (1-6)**
- MS 010** Leadership Lab (0)
- PEH 180** Army Physical Fitness Training (3 terms) (1 each)

** MS 409 Practical Field Experience is optional and planned through the GOLD staff.

MINOR - MILITARY LEADERSHIP

The minor in military leadership provides the student a fundamental understanding of human behavior and the process of leading, motivating, and inspiring people to accomplish common goals. The student learns basic factors, principles, ethics, styles, and competencies of leadership that affect what he/she must be, know, and do to be an effective leader in any environment, civilian or military.

1. Open to any Eastern Oregon University student.
2. A minimum of 30 graded credited required for the minor.
3. Earn a GPA of at least 2.0 in all courses required for the minor.
4. Courses required for the minor:
 - MS 202** Leadership & Management (2)

MS 301 Military Leadership (3)
MS 302 Military Operations (3)
MS 303 Small Unit Tactics (3)
MS 401 Army Training Management (3)
MS 402 Military Law & Administration (3)
HIST 360 Military History (3)

5. At least 10 credit hours to be selected from the following:

SPCH 112 Fundamentals of Public Speaking (3)
PSY 201 General Psychology (S) (5)
THEA 250 Acting I (AC) (3)
PHIL 203 Critical Thinking (LL) (5)
POLS 221 International Relations (SS) (5)
PEH 298 Health & Fitness for Life (3)
SOC 204 General Sociology (SS) (5)
BA 321 Principles of Management (5)
ED 316 Human Development & Learning (3)

MILITARY SCIENCE COURSE DESCRIPTIONS

MS 010 - Leadership Lab Credits: .00

Provides practical experience in selected military skills and drill and ceremonies. Permits the exercise and evaluation of leadership skills in a controlled situation. Taken in conjunction with MS classes.

MS 101 - Adventure Training I Credits: 1.00

The examination and practical application of Basic Rifle Marksmanship, rappelling, mountain climbing, and basic first aid. An optional once a month field trip is offered for more extensive experience.

MS 102 - Role of the Total Army Credits: 1.00

A study of the Total Army, its concept and role in society. Examines missions, organization, personnel, and history of the Regular Army, National Guard, and Reserves.

MS 103 - Adventure Training II Credits: 1.00

The examination and practical application of survival skills, camping, water safety, weapons familiarization, and basic first aid. An optional once a month field trip is offered for more extensive experience.

MS 201 - Land Navigation Credits: 2.00

Teaches basic topographic map reading skills and land navigation using a lensatic compass and terrain association. Includes practical exercises.

MS 202 - Leadership & Management Credits: 2.00

Introduction to fundamental leadership and management, including problem analysis, decision-making, planning, management control, and interpersonal skills.

MS 203 - Basic Military Skills Credits: 2.00

Teaches basic military skills in first aid, radio and wire communications, Nuclear, Biological, and Chemical (NBC) defense, and weapons employment and operation. NOTE: Mandatory for OCS enrollment.

MS 205 - OCS Phase I Credits: 2.00

Intensive two week precommissioning training. Course oriented on leader development and individual/small-unit training in a physically and mentally rigorous environment. Individual proficiency in land navigation and communications skills is evaluated. Practical experience in a variety of leadership positions is provided. Located at various Army installations. Prerequisite: Approval of the 354th Army GOLD

MS 301 - Military Leadership Credits: 3.00

A study of Army Command and Control and small unit leadership fundamentals. The junior officer's role and responsibilities in the leadership process are fully examined. Topics such as professional ethic, soldier/team development, and Army written and oral communication skills are addressed.

MS 302 - Military Operations Credits: 3.00

A study of the principles of war and the employment of military forces in accordance with US Army doctrine, organization, equipment, and training.

MS 303 - Small Unit Tactics Credits: 3.00

A study of the fundamentals, techniques, and procedures of light infantry squad and platoon tactics. Develops leader skills in planning, organizing, and conducting small unit operations.

MS 310 - OCS Phase III Credits: 2.00

Intensive two week precommissioning training. Course oriented on squad and platoon tactical training in a field environment. Students plan, organize, and conduct small unit operations and training in a variety of leadership positions. Located at Ft. Lewis, WA.

MS 401 - Army Trng Mgmt Credits: 3.00

A study of the Army's training philosophy and the Army Training System. Course focuses on the junior officer's role and responsibilities in the process of battle focus planning, establishment of unit training programs, and execution of military instruction. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MS 402 - Military Law & Admin Credits: 3.00

A study of Military Justice, Army Personnel Management, and Army Logistics and Supply. Focus is on the junior officer's role and responsibilities in military law enforcement, officer and enlisted personnel management, resource management, and service support.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MS 403 - Personal & Career Development Credits: 3.00

An in-depth examination of the Second Lieutenant in the Total Army and preparation for officer commissioning in the Army National Guard. Provides critical information on topics from officer specialty

selection, unit assignment, promotion and mobilization, to career planning, professional development, and balancing personal/family life, civilian employment, and military service.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

MS 409 - Practical Field Exper Credits: 1.00 to 6.00

A Practicum course which is designed to provide the student with practical military experience in areas

ranging from Military Supply to Army Administration procedures. Each practicum will be designed by the instructor and student to meet each individual's needs/desires. Normally 1.5 to 2 hours of work per week is required for each hour of credit requested, e.g. 3 credits would normally require 4.5 to 6 hours of work per week.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

Eastern Oregon University

Physical Education & Health

(This major is also available via the Division of Distance Education)

OBJECTIVES

The Health and Physical Education degree program at Eastern Oregon University seeks to produce graduates who possess the skills necessary to promote health. The inter-relationship of health and physical activity create within the program a commitment to wellness, sport, recreation, and the exercise sciences.

In addition to the bachelor degree program in Physical Education and Health, two academic minors within the program are available. These minors are Physical Education - 30 hours ; and Health Studies -30 hours.

Program Outcomes/ Requirements****

a. Have good academic standing within the college and a minimum GPA of 2.00 overall.

b. Have passed the Writing Proficiency Examination.

c. It is important that persons engaged in the field of Physical Education and Health reflect a role model of good levels of physical fitness and health. Therefore, the following physical requirements are recommended for the program.

1. Complete a standard health-related fitness test achieving the 65th percentile or above.*

2. Competency in the following areas as demonstrated through completion of PEH 180 course work, professional activity courses, intramural participation,

intercollegiate competition, or completion of a skill test: team sports (such as basketball, soccer, and softball), individual lifetime sports and activities (such as bowling, tennis, golf and rock climbing), games/gymnastics/dance, and other recreational activities.

3. Competency in First Aid and CPR.

d. Complete all PEH course work with a grade of "C" or better.** This includes non-PEH prefix coursework such as Biology, Psychology, etc.

e. For the BS Degree, fulfill the mathematics competency requirement by completing MATH 105, 111, 112, 113, 211, 212, or 213.

f. Successfully complete the two components of the "capstone" experience.

First, within the capstone experience, all students will be required to complete a three term sequence of practicum experience. Each experience should be different, but must include a setting applicable to a recognized content area of the program. Second, students must complete a nationally recognized certification examination such as the ACSM, NATA, ACEP etc.

g. Complete the computer literacy requirement by taking PEH 323, PEH 325, PEH 412, and/or PEH 470.***

Assessment: The Physical Education/Health program has several points in which students are assessed. At program admissions students are evaluated in terms of physical well-being and skills attainment. In courses, students are assessed as to their performance in comparison to academic

standards. In capstone tests, students are assessed as to the level of physical skills and level of ability to integrate cumulative learning. Communication and critical thinking are key components in assessing students' final capstone product. Stated outcomes for the program were gleaned from national standards and apportioned to each course. Each course syllabi lists outcomes. An accumulation of each of the course requirements assures that students will have met all stated outcomes of the program.

*Norms are available for persons with disabilities.

**Students wishing to enter the Master of Teacher Education program (MTE) must achieve a 3.0 GPA on all upper division coursework and meet other admission requirements.

***Senior Standing is required for registration in any 400 and above level course.

PHYSICAL EDUCATION AND HEALTH DEGREE COURSES - MAJOR

Students must complete the Core Requirements and then select either Concentration #1, or Concentration #2. Students may complete both concentrations, this is required for students planning to enter the teacher education program.

Core Requirements - 30 Hours

BIOL 231 Human Anatomy (4)
BIOL 232 Human Physiology (4)
PEH 321 Applied Anatomy (3)
PEH 322 Biomechanics (3)
PEH 323 Physiology of Exercise (5)
PEH 409 Capstone Practicum (3)
PEH 440
 Motor Development, Control, and Learning (3)

Choose one of the following:

PSY 327 Statistics (5) **or**
STAT 315 Principles of Statistics (4) **AND**
STAT 316 Statistical Comp (1)

Concentration #1 Physical Education (30 Credits)

PEH 270 History, Philosophy & Ethics in PEH (3)
PEH 294 Team Sports for Health Promotion (3)
PEH 311 Psychology and Sociology of Sport (3)
PEH 359 Care & Prevention of Athletic Injuries (3)
PEH 364 Sci Basis for Coaching Youth Sports (3), **or**
PEH 410 – Selected Topics (1-6)
PEH 394 Games, Dance, & Gymnastics for Health Promotion (3)
PEH 412 Program Design and Evaluation (3)
PEH 444 Adaptive PE (3)
PEH 470 Sport Management (3)
PEH 494 Indiv Lifetime Sports for Health Pro (3)

Concentration #2 Health Studies (30 Credits)

The following 16 credits are required
PEH 250 Personal Skills for Healthy Living (3)

PEH 298 Health and Fitness for Life (3)
PEH 325 Nutrition (4)
PEH 350 Lifestyle Behavior and Health (3)
PEH 351 Community and Social Skills for Healthy Living (3)

Choose at least 14 credits from the following:

PEH 320 Healthy Activities and Games (3)
PEH 409 Practicum (1-6)
PEH 410 Selected Health Topics (1-6)
PEH 422 Gerontology and Healthy Activities (2)
GEN/SOC 360 Gender and Power (5)
PEH 431 Alcohol and Drugs: Prevention (5)
PEH 432 Substance Abuse and Family Relations (5)
PEH 433 Alcohol and Drugs: Use Misuse and Addiction (5)
PSY 231 Human Sexuality (3)
PSY 311 Principles of Development (5)
SOC 338 Sociology of Families (5)

TOTAL REQUIREMENTS FOR MAJOR: 60 HOURS

MINORS

Physical Education (30 Hours)

(This minor is also available via the Division of Distance Education)

PEH 270 History, Phil & Ethics in PEH (3)
PEH 294 Team Sports for Health Promotion (3)
PEH 311 Psychology and Sociology of Sport (3)
PEH 359 Care & Prevention of Athletic Injuries (3)
PEH 364 Sci Basis for coaching Youth Spts (3)
PEH 394 Games, Dance, & Gymnastics for Health Promotion (3)
PEH 412 Program Design and Evaluation (3)
PEH 444 Adaptive PE (3)
PEH 470 Sport Management (3)
PEH 494 Indiv Lifetime Sports for Health Pro (3)

Health Studies (30 Hours)

The following 16 credits are required

PEH 250 Personal Skills for Healthy Living (3)
PEH 298 Health and Fitness for Life (3)
PEH 325 Nutrition (4)
PEH 350 Lifestyle Behavior and Health (3)
PEH 351 Community and Social Skills for Healthy Living (3)

Choose at least 14 credits from the following:

PEH 320 Healthy Activities and Games (3)
PEH 409 Practicum (1-6)
PEH 410 Selected Health Topics (1-6)
PEH 422 Gerontology and Healthy Activities (2)
GEN/SOC 360 Gender and Power (5)
PEH 431 Alcohol and Drugs: Prevention (5)
PEH 432 Substance Abuse and Family Relations (5)
PEH 433 Alcohol and Drugs: Use Misuse and Addiction (5)
PSY 231 Human Sexuality (3)
PSY 311 Principles of Development (5)
SOC 338 Sociology of Families (5)

PHYSICAL EDUCATION COURSE DESCRIPTIONS

PEH 131 - Hlth, Pe, & Rec Credits: 2.00

Overview of history, concepts, principles, organization and management of Physical Education and Health. Survey of professional opportunities in Physical Education and Health.

PEH 180 - PEH 180 Credits: 1.00

Development of skill and proficiency in physical education. Aquatics: lifesaving. Individual activities: Aerobic dance, archery, badminton, bowling, cross country skiing, circuit weight training, golf, power lifting, and sport conditioning, cycling, fencing, cross training. Team sports: Basketball, soccer, softball and volleyball.

PEH 199 - PEH 199 Credits: 1.00 to 6.00

PEH 200I - PEH 200I Credits: 1.00

PEH 201 - PEH 201 Credits: 1.00

Intercollegiate athletic activities. Participation on a varsity, or club sport team providing programs for the highly skilled. Up to twelve hours may apply as elective credit toward graduation.

PEH 209 - Practicum Credits: 1.00 to 6.00

PEH 250 - Personal Skills Hlthy Living Credits: 3.00

The course explores current personal health issues. Topics include family health, mental health, stress management, and human sexuality. Special emphasis is placed on preventative practices.

PEH 252 - First Aid & Safety Credits: 3.00

First aid for emergency treatment of injuries with emphasis on the use of this knowledge as applied in everyday life and school situations. National Safety Council cards are issued to those who qualify.

PEH 270 - Hist/Phil/Ethics Of PE & Hlth Credits: 3.00

Consideration of the historical, philosophical, and ethical foundations of physical education and health. Exploration of contemporary values, issues, and controversies concerning sport and wellness.

PEH 291 - Lifeguarding Credits: 2.00

Red Cross certificate program. Prerequisite: Current First Aid CPR certification.

PEH 292 - Water Safety Instructor Credits: 3.00

Red Cross certificate program. Prerequisite: 1. Be at least 17 years old at the start of the instructor course. (Provide driver's license or birth certificate as proof.) 2. Demonstrate successful completion of the Introduction to Health Services Education course by showing one of the following: a) a current instructor authorization in an American Red Cross health and safety course; b) a certificate of completion of

Introduction to Health Services Education within one year of this instructor course. 3. Show a current certificate for the American Red Cross Emergency Water Safety course or the American Red Cross Lifeguard Training course.

PEH 293 - Lifeguard Inst Training Credits: 2.00

Red Cross certificate program. Prerequisite: Current First Aid/CPR certification and lifeguarding certification.

PEH 294 - Team Sports Health Promotion Credits: 3.00

Development of fundamental skills, appreciation, knowledge of rules, and instructional strategy in the sport activities listed below: Basketball, Football, Soccer, Softball (Baseball), Team Handball, Track and Field, Volleyball.

PEH 298 - Health/Fitness For Life Credits: 3.00

An overview of the major components of wellness. Special emphasis is placed on needs and interests of college students approached from a social, emotional, physiological, and preventative basis that include diet, exercise, stress management, and substance abuse.

PEH 311 - Psychology/Sociology Sports Credits: 3.00

(Writing Intensive) Study of psychological and social-psychological factors affecting sport performance. Specific attention will be given to the relationship between sport performance and motivation, personality, aggression, attentional styles and arousal. The social processes of social facilitation, observational learning, social reinforcement and performance will also be examined.

PEH 320 - Healthy Activities & Games Credits: 3.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman

PEH 321 - Applied Anatomy Credits: 3.00

Study of the musculoskeletal structure of the living human body; bones and their articulation; segments and their movements; muscles and their attachments and actions. Special emphasis is placed on musculo-skeletal analysis of basic exercise and movement patterns. Prerequisite: BIOL 231, 232, or consent of instructor.

PEH 321L - Appld Anatomy Lab Credits: .00

PEH 322 - Biomechanics Credits: 3.00

Integration of skeletal and neuromuscular anatomy with mechanical principles of human motion. Analysis of sports skills for performance improvement Prerequisite: BIOL 231, 232, PEH 321, or consent of instructor.

PEH 323 - Physiology Of Exercise Credits: 5.00

Investigation of the effects of physical activity on the physiological processes. Special emphasis on energy metabolism, neuromuscular structures and

functions, cardiorespiratory responses to exercise, environmental stress and exercise and training principles. Prerequisite: PEH 321, BIOL 232, or consent of instructor.

PEH 323L - Physiol/Exercise Lab Credits: .00

PEH 325 - Nutrition Credits: 4.00

Essential dietary needs of individuals at different ages. Key emphasis is on the relationship of essential nutrients on digestion, absorption and metabolism and its contribution to optimal health. Three-day computer dietary analysis and three-day diet planning are included.

Restrictions: May not be enrolled in one of the following Class(es): Freshman

PEH 350 - Lifestyle Behavior & Health Credits: 3.00

Study of contemporary issues in unhealthy lifestyle practices. Topics include health psychology, health beliefs, models, and behaviors, alcohol and drug abuse, STD's, nutritional issues, accident prevention, tobacco and steroid abuse.

PEH 351 - Comm/Soc Skls Hlthy Liv Credits: 3.00

(Writing Intensive) The course studies contemporary wellness issues that include consumer health, community health, epidemiology, prevention and control of disease, Health careers, AIDS, and Environmental Health.

PEH 359 - Prev/Care Athletic Injury Credits: 3.00

Study and practice in taping, treatment of strains, sprains, contusions, and change wounds. Study of the importance of conditioning of the athlete. Prerequisite: PEH 321

PEH 363 - Curric Methods:PE/Hlth Credits: 3.00

Acquaints students with the goals, standards, and curriculum of Physical Education and Health in grades K-12. Topics include lesson design, classroom management, student assessment, curriculum content, and school district health services. Core 1 High School Focus. Prerequisite: CUESTE Program Admission.

PEH 363L - Curric Meth:PE Lab Credits: .00

PEH 364 - Sci Basis Coach Yth Spts Credits: 3.00

Course provides a general understanding of Exercise Physiology, Sport Pedagogy, Sport Psychology, and Sport Medicine for individuals who wish to coach in school or youth sport settings. The course is designed to provide certification through the American Sport Education Program.

PEH 365 - Football Coaching/Officiating Credits: 3.00

Study and analysis of playing rules, fundamentals, techniques and materials for coaching and officiating football. Demonstrations and practice procedures are included. Prerequisite: Junior standing or consent of instructor.

PEH 366 - Basketball Coaching & Off Credits: 3.00

Study and analysis of playing rules, fundamentals, techniques and materials for coaching and officiating basketball. Demonstrations and practice procedures are included. Prerequisite: Junior standing or consent of instructor.

PEH 367 - Baseball Coaching/Officiating Credits: 3.00

Study and analysis of playing rules, fundamentals, techniques and materials for coaching and officiating baseball. Demonstrations and practice procedures are included. Prerequisite: Junior standing or consent of instructor.

PEH 368 - Track&Field Coach/Off Credits: 3.00

Study and analysis of fundamentals, techniques and materials in coaching track and field and cross country activity. Demonstrations and practice procedures are included. Prerequisite: Junior standing or consent of instructor.

PEH 369 - Wrestling Coaching/Officiating Credits: 3.00

Study and analysis of fundamentals, techniques and materials in coaching and officiating wrestling. Emphasis on administration, organizations, and officiating meets. Prerequisite: Junior standing or consent of instructor.

PEH 370 - Volleyball Coaching/Off Credits: 3.00

The analysis and development of fundamental skills and techniques for coaching power volleyball. Students learning to plan practices, prepare for matches, and understand the duties of the volleyball coach. Prerequisite: Junior standing or consent of instructor.

PEH 394 - Game/Danc/Gym Hlth Prom Credits: 3.00

Development of fundamental skills, appreciation, knowledge of rules, and instructional strategy in the sport activities listed below: Cricket, Hockey, Netball, Rugby, Speedball, Simple Games, Dance, Gymnastics, Combatives. Prerequisite: PEH 294

PEH 407 - Seminar Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 409 - Practicum Credits: 1.00 to 6.00

(Capstone) Prerequisite: Instructor permission. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 410 - Selected Health Topics Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 412 - Prog Des & Eval In PE & Hlth Credits: 3.00

(Writing Intensive) The course will study the development of curriculums and programs in school, wellness, and community settings. Additional emphasis will be placed on the measurement and

evaluation of individuals and programs in Physical Education and Health settings. Prerequisite: STAT 315/316 or PSY 327

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 422 - Gerontology/Hlth Pro Act Credits: 2.00

The study of the dynamics of later life and the process of aging with an emphasis on healthy activities. Includes theories of aging, physiological and behavioral dimensions of the aging process, coping strategies, and successful aging. Also, explores the social concerns of aging in contemporary American society and elsewhere.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 431 - Alcohol & Drugs:Prevention Credits: 5.00

This course is intended to provide a basic theoretical understanding of the primary and secondary prevention of alcohol and drug problems and a recognition of major issues involved in developing prevention programs. Topics include risk-focused prevention strategies, evaluation of current prevention programs, and public policy and alcohol and drug prevention.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 432 - Substance Abuse/Fam Relat Credits: 5.00

This course is designed to provide the student with a broad overview of the issues of substance abuse in terms of interpersonal process and family dynamics. We will look at family and interpersonal relationships as they are affected by and, in turn, affect, substance abuse and addiction. This course will also give a basic overview of intervention approaches and related issues in families affected by substance abuse.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 433 - Alcohol & Drugs:Use/Misuse/Add Credits: 5.00

This course is designed to provide an in-depth understanding of the use, misuse and addictive use of mood altering substances. This course will cover a variety of topics ranging from the physiological effects of alcohol and other addictive chemicals to the treatment of addiction. This is not a "counseling"course but rather is intended to provide essential information towards understanding alcohol, drugs and addiction.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 440 - Motor Dev, Control/Lrng Credits: 3.00

A study, critique, and analysis of human motor growth and development in regular populations. Topics include the relationships of development to motor learning and performance; performance assessment and remediation, and adaptation of activities for individuals throughout the lifespan of development, the nature of motor control, scientific

measurement, sensory contributions, vision, memory and learning, practice and feedback. Prerequisite: PSY 311 recommended.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 444 - Adapted Physical Education Credits: 3.00

Investigations of the historical aspects of providing adapted/special physical education programs for special populations including implications of Federal Legislation; practice in the development and implementation of Individual Education Programs (I.E.P.) including assessment, program planning and evaluation; practicum experience provided. Prerequisite: PEH 440 or consent of instructor.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 459 - Adv Athletic Training Credits: 3.00

Theory and practice in the prevention and care of athletic injuries. This course will cover the basic injury evaluation techniques, protective strapping, and the use of therapeutic modalities in the training room. Prerequisite: Admission to Sports Medicine Program.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 460 - Recond Athletic Injuries Credits: 3.00

An advanced course in the theory and practice in the use of specific therapeutic modalities used in an athletic training or physical therapy setting. This course will also cover the theory and practice of basic reconditioning exercises used for pre- and post-surgical, and post-injury management. Prerequisite: Admission to Sports Medicine Program. Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 461 - Therapeutic Modalities Credits: 3.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 462 - Admin Athletic Trng Prgm Credits: 3.00

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 463 - Curric Meth:PE/Hlth Credits: 2.00

Acquaints students with the goals, standards, and curriculum of Physical Education and Health in grades K-12. Topics include lesson design, classroom management, student assessment, curriculum content, and school district health services. Core 2 Middle School Focus Prerequisite: CUESTE Core 1 Completion, PEH 363

PEH 463L - Curric Meth:PE Lab Credits: .00

Field experiences in Physical Education and Health in grades K-12.

PEH 470 - Sport Management Credits: 3.00

Principles and procedures in development, organization, administration and supervision of physical education, health and athletic programs.

Emphasis on facilities use and construction, program supervision and legal liability. Prerequisite: Senior Standing

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 481 - Curr Stnd:PE/Hlth Pr Grd Credits: 1.00

Students determine the essential goals and standards of the ECE and Elementary curriculum. The course discusses appropriate content, methods and strategies for teaching physical education and health in grades Pre-K through 8. Prerequisite: CUESTE Core 1

PEH 481L - Curr/Stnd:PE/HE Lb Pr Grd Credits: .00

PEH 494 - Ind Sports Health Promotion Credits: 3.00

Development of fundamental skills, appreciation, knowledge of rules, and instructional strategy in the sport activities listed below: Archery, Badminton, Bowling, Camping, Fencing, Golf, Orienteering, Skiing, Swimming, Tennis, Rock Climbing. Prerequisite: PEH 294, and 394.

Restrictions: May not be enrolled in one of the following Class(es): Freshman, Sophomore

PEH 507 - Seminar Credits: 1.00 to 6.00

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate

PEH 522 - Health Promotion In Schools Credits: 1.00

The student will demonstrate an understanding of current health and wellness issues that influence performance in an educational setting. Topics that will be discussed include substance abuse, sexually transmitted diseases, nutrition, and health promotion; the effects of exercise on various fitness factors; and personal/community health issues such as stress management.

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-

Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

PEH 534 - PE/HLTH Meth:ECE/ELEM Credits: 1.00

Students determine the essential goals and standards of the ECE and Elementary curriculum. The course discusses appropriate content, methods and strategies for teaching physical education and health in grades Pre-K through 8. Prerequisite: Admission to MTE Program

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Graduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad

PEH 544 - Adv Studies Adapted PE Credits: 2.00

Overview of the historical, cognitive, neuromuscular, sensory, and orthopedic impairments associated with programs for individuals with disabilities. Course study will include discussions of design, implementation, and assessment of programs, and individuals.

Restrictions: May not be enrolled in one of the following Level(s): Denied Adm Undergraduate, Non-Admitted Undergraduate, Undergraduate

PEH 573 - PE/Hlth Meth:Con/Strat/Impl Credits: 2.00

Acquaints students with the goals, standards, and curriculum of Physical Education and Health in grades K-12. Topics include lesson design, classroom management, student assessment, curriculum content, and school district health services. Prerequisite: Admission to MTE Program

Restrictions: Must be enrolled in one of the following Level(s): Denied Adm Undergraduate, Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad. Must be enrolled in one of the following Class(es): Graduate, Non-Admitted Graduate, Post-Baccalaureate, Post-Baccalaureate Non-Grad