The University that WORKS WITH YOU

EASTERN OREGON UNIVERSITY

2012-14 Academic Catalog
Eastern Oregon University

Campus Directory

MAJOR DEPARTMENTS
Office of the President
Inlow Hall 216 541-962-3512

Provost/Senior Vice President for Academic Affairs
Inlow Hall 216 541-962-3511

Vice President for Finance & Administration
Inlow Hall 202 541-962-3773

Vice President for Student Affairs
Inlow Hall 206 541-962-3635

The College of Arts and Sciences
Loso Hall 154 541-962-3555

The College of Business
Zabel Hall 255 541-962-3668

The College of Education
Zabel Hall 255 541-962-3772

OSU Agriculture
Badgley Hall 205 541-962-3612

Oregon Health & Science University - Nursing
Badgley Hall 302A 541-962-3646

MAJOR OFFICES
Academic and Career Advising
Inlow Hall 112 541-962-3520

Affirmative Action Office
Hoke Union Building 111 541-962-3553

Athletics/Intramural/Recreation
Quinn Coliseum 541-962-3364

Book Store
Hoke Center 118 541-962-3619

Center for Student Involvement
Hoke Union Building 321 541-962-3704

Counseling Center
Student Health Center 541-962-3392

Disability Services
Loso Hall 234A 541-962-3081

Financial Aid
Inlow Hall 104 541-962-3550

Health Center
Student Health Center 541-962-3524

Housing/Residence Life
Hoke Union Building 111 541-962-3553

Information Technology
Ackerman Hall 209 541-962-3582

International Student Adviser
Inlow Hall 109 541-962-3406

Learning Center/Writing Lab
Loso Hall 234 541-962-3663

Library
Pierce Library 541-962-3864

University Advancement
Inlow Hall 212 541-962-3740

Micronesia Program
Hoke Union Building 212 541-962-3741

National Student Exchange
Inlow Hall 109 541-962-3406

Office of Admissions
Inlow Hall 115 541-962-3393

Registrar’s Office
Inlow Hall 105 541-962-3607

Safety
Physical Plant 541-962-3562
Security
Ackerman 541-962-3350 / 541-962-3911

Student Accounts
Inlow Hall 101 541-962-3590

Student Government Office
(ASEOU)
Hoke Union Building 313 541-962-3387

Study Abroad
Inlow Hall 109 541-962-3406

Veterans Services
Inlow Hall 105 541-962-3504

The following handbooks are available to all students:

- American Disabilities Act Handbook – Learning Center, Loso Hall
  http://www.eou.edu/lcenter/ADA.htm

- Residence Life Handbook – Residence Life, Hoke Union Building
  http://www.eou.edu/reslife/Policies.htm

Eastern Oregon University

Academic Calendar 2012-14

<table>
<thead>
<tr>
<th>Fall Term</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Student &amp; Registration Week</td>
<td>9/19-23</td>
<td>9/25-29</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>9/24</td>
<td>9/30</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>11/21</td>
<td>11/20</td>
</tr>
<tr>
<td>No Classes, Staff Report</td>
<td>11/22-25</td>
<td>11/28-12/1</td>
</tr>
<tr>
<td>10th Week</td>
<td>11/26-30</td>
<td>12/2-6</td>
</tr>
<tr>
<td>Finals Week</td>
<td>12/3-7</td>
<td>12/9-13</td>
</tr>
<tr>
<td>Christmas Vacation</td>
<td>12/8-1/6</td>
<td>12/14-1/5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter Term</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>1/7</td>
<td>1/6</td>
</tr>
<tr>
<td>Martin Luther</td>
<td></td>
<td></td>
</tr>
<tr>
<td>King, Jr. Holiday</td>
<td>1/21</td>
<td>1/20</td>
</tr>
<tr>
<td>10th Week</td>
<td>3/11-15</td>
<td>3/10-14</td>
</tr>
<tr>
<td>Finals Week</td>
<td>3/18-22</td>
<td>3/17-21</td>
</tr>
<tr>
<td>Spring Break</td>
<td>3/25-29</td>
<td>3/24-28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>4/1</td>
<td>3/31</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>5/27</td>
<td>5/26</td>
</tr>
<tr>
<td>10th Week</td>
<td>6/3-7</td>
<td>6/2-6</td>
</tr>
<tr>
<td>Finals Week</td>
<td>6/10-14</td>
<td>6/9/13</td>
</tr>
<tr>
<td>Graduation</td>
<td>6/15</td>
<td>6/14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes Begin</td>
<td>6/24</td>
<td>6/23</td>
</tr>
<tr>
<td>Pre session</td>
<td>6/17</td>
<td>6/16</td>
</tr>
<tr>
<td>Ends</td>
<td>9/6</td>
<td>9/5</td>
</tr>
<tr>
<td>End Six Week</td>
<td>8/2</td>
<td>8/1</td>
</tr>
</tbody>
</table>
Eastern Oregon University

2012-14 Academic Catalog

Eastern Oregon University

One University Boulevard
La Grande, Oregon 97850-2807
phone: (541) 962-3672
fax: (541) 962-3418
Web site: www.eou.edu

Please view this general catalog on the World Wide Web at:
www.eou.edu/catalog

Note: This publication should not be considered a contract between the University and any student.

Eastern Oregon University reserves the right to make changes in fees, admission requirements, regulations and curricula without notice or obligation.

Published by the Oregon University System.

Eastern Oregon University is accredited by the Northwest Commission on Colleges and Universities.

Eastern Oregon University is a member of the Oregon University System.
Greetings Colleagues and Friends:

It is my pleasure to provide you this important information on Eastern Oregon University and all of our academic programs and offerings and programs.

The faculty and staff at EOU are committed to providing you with an unparalleled learning environment that meets not only your needs, but also those of our region and state.

EOU is continually at the national forefront, providing exceptional student-centered academic and co-curricular programs at a great value. Our tuition and fees are among the most affordable in Oregon and throughout the region, and by keeping class sizes small, our students have an opportunity to engage with professors and their peers on an individual level, promoting deeper understanding and exploration of topics and issues.

Our campus is located in the beautiful Grande Ronde Valley and we are very proud of our partnership with the city of La Grande and surrounding communities. We also have 16 sites and centers across the state, enabling us to provide personalized services and support to all of our students.

Every fall when the academic year begins, I am excited to meet all of the new students who have selected EOU, and at the end of the year, I am privileged to personally congratulate our graduates who have industriously completed their academic programs. Throughout their time here, I learn of students’ triumphs and success, as well as the challenges they face and overcome. With each success story, I also hear about the passion of our faculty and staff in serving our students, reaffirming that EOU truly is the university that works with you.

I look forward to hearing your own success story very soon as you begin your academic journey with EOU!

Best,

Bob Davies
President
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Directory</td>
<td>1</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>President’s Welcome</td>
<td>4</td>
</tr>
<tr>
<td><strong>DEGREES AND PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td>University Mission</td>
<td>6</td>
</tr>
<tr>
<td>Academic Degrees and Programs</td>
<td>6</td>
</tr>
<tr>
<td><strong>STUDENT SERVICES AND STUDENT LIFE</strong></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td>9</td>
</tr>
<tr>
<td><strong>ACADEMIC POLICIES</strong></td>
<td></td>
</tr>
<tr>
<td>Academic Policies</td>
<td>10</td>
</tr>
<tr>
<td>Student Records</td>
<td>19</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>20</td>
</tr>
<tr>
<td><strong>COLLEGE OF ARTS AND SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>26</td>
</tr>
<tr>
<td>Anthropology/Sociology</td>
<td>27</td>
</tr>
<tr>
<td>Art</td>
<td>35</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>41</td>
</tr>
<tr>
<td>Biology/Botany</td>
<td>43</td>
</tr>
<tr>
<td>Chemistry</td>
<td>50</td>
</tr>
<tr>
<td>Computer Science/Multimedia Studies</td>
<td>56</td>
</tr>
<tr>
<td>CORE</td>
<td>64</td>
</tr>
<tr>
<td>Economics</td>
<td>65</td>
</tr>
<tr>
<td>English/Writing</td>
<td>67</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>81</td>
</tr>
<tr>
<td>Geography</td>
<td>81</td>
</tr>
<tr>
<td>Geology</td>
<td>84</td>
</tr>
<tr>
<td>History</td>
<td>87</td>
</tr>
<tr>
<td>Humanities</td>
<td>93</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>95</td>
</tr>
<tr>
<td>International Studies</td>
<td>95</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>96</td>
</tr>
<tr>
<td>Mathematics</td>
<td>101</td>
</tr>
<tr>
<td>Media Arts &amp; Communication</td>
<td>108</td>
</tr>
<tr>
<td>Modern Languages and Global Culture</td>
<td>118</td>
</tr>
<tr>
<td>Music</td>
<td>127</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>136</td>
</tr>
<tr>
<td>Philosophy</td>
<td>137</td>
</tr>
<tr>
<td>Philosophy, Politics, and Economics</td>
<td>139</td>
</tr>
<tr>
<td>Physics</td>
<td>140</td>
</tr>
<tr>
<td>Political Science</td>
<td>143</td>
</tr>
<tr>
<td>Pre-Professional and Transfer Programs</td>
<td>146</td>
</tr>
<tr>
<td>Psychology</td>
<td>148</td>
</tr>
<tr>
<td>Public Administration</td>
<td>153</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>155</td>
</tr>
<tr>
<td>Science</td>
<td>156</td>
</tr>
<tr>
<td>Social Science</td>
<td>158</td>
</tr>
<tr>
<td>Statistics</td>
<td>159</td>
</tr>
<tr>
<td>Theatre</td>
<td>160</td>
</tr>
<tr>
<td><strong>COLLEGE OF BUSINESS</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>167</td>
</tr>
<tr>
<td>Business</td>
<td>168</td>
</tr>
<tr>
<td>Fire Services Administration</td>
<td>178</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>181</td>
</tr>
<tr>
<td>Military Science</td>
<td>181</td>
</tr>
<tr>
<td><strong>COLLEGE OF EDUCATION</strong></td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>184</td>
</tr>
<tr>
<td>Education</td>
<td>185</td>
</tr>
<tr>
<td>Instructional Services</td>
<td>214</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>216</td>
</tr>
<tr>
<td>Physical Activity and Health</td>
<td>216</td>
</tr>
<tr>
<td><strong>AGRICULTURAL SCIENCES</strong></td>
<td></td>
</tr>
<tr>
<td>Agricultural Sciences</td>
<td>224</td>
</tr>
<tr>
<td><strong>NURSING PROGRAM</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing Program</td>
<td>230</td>
</tr>
<tr>
<td><strong>ADMINISTRATION AND FACULTY</strong></td>
<td></td>
</tr>
<tr>
<td>Oregon University System</td>
<td>231</td>
</tr>
<tr>
<td>Officers &amp; Academic Deans of the University</td>
<td>231</td>
</tr>
<tr>
<td>Instructional Faculty</td>
<td>232</td>
</tr>
<tr>
<td>Administration</td>
<td>238</td>
</tr>
<tr>
<td>Emeriti Faculty</td>
<td>241</td>
</tr>
<tr>
<td>Index</td>
<td>244</td>
</tr>
<tr>
<td>Campus Map</td>
<td>248</td>
</tr>
</tbody>
</table>
UNIVERSITY MISSION
EOU guides student inquiry through integrated, high quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

EDUCATIONAL PRINCIPLES
- Education of the Whole Person -
EOU encourages students to develop as people through a variety of experiences, including academics, co-curricular activities, and the four cornerstones of research, community service, internships or mentoring, and international or intercultural experiences.

-Liberal Arts for Lifelong Learning -
Through the rich legacy of the liberal arts, EOU challenges students to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at, and living within, the world.

-Teacher Education for a New Time -
EOU continues its founding heritage by preparing teachers who are academically competent, socially and culturally sensitive, personally capable and professionally accomplished, in order to facilitate learning in 21st century schools.

-Preparation for the Changing World of Work -
EOU’s programs in business, education and the liberal arts, and its partnerships in fields such as the agricultural sciences and nursing, allow students to gain the knowledge and skills needed to succeed as ethical professionals in a global economy.

-The Value of Diversity -
EOU helps its students, faculty, and staff, live and work as problem solvers committed to social justice and to creating communities that value equally the contributions of people of all races, genders, sexual orientations, classes and cultures.

-Access to Quality -
EOU’s commitment to quality extends beyond its campus. As an innovative leader in online education, EOU helps students throughout Oregon and beyond enhance their lives through education.

-A Climate of Support -
EOU supports students in their learning and supports its faculty and staff in their collective work of educating students and contributing to the cultural and scholarly heritage of our region and world.

ACADEMIC DEGREES AND PROGRAMS
Academic programs at Eastern Oregon University are offered through the College of Arts and Sciences and the College of Education and the College of Business. In addition, programs in Agriculture, in cooperation with Oregon State University, and the baccalaureate degree in Nursing through the Oregon Health Sciences University are offered on this campus.

COLLEGE OF ARTS & SCIENCES

BACCALAUREATE DEGREES & CONCENTRATIONS
Anthropology/Sociology
Concentration: Anthropology*
Sociology
Sociology-Social Welfare

Art

Biology
Concentration: Ecological & Organismal Biology
Molecular Biology

Biochemistry
Chemistry**
Concentration: Physical Chemistry

Computer Science/Multimedia Studies
Concentration: Multimedia
Computer Science
Statistical and Scientific Computing

English/Writing
Concentration: Rhetoric & Culture
English Studies
Writing

History*
Liberal Studies*

Mathematics
Concentration: Applied Mathematics
Mathematical Studies
Theoretical Mathematics

Media Arts and Communication
Concentration: Communication
Digital Design
Journalism
Film Production

Music
Modern Language & Global Culture
Concentration: Spanish
Dual Language
Global Studies

Philosophy, Politics & Economics*
Psychology*
Public Administration*

Theatre
Concentration: Acting
Design
Directing
Theatre Pedagogy
Playwriting
Stage Management

MINORS
Anthropology/Sociology*
Art
Biology*
Chemistry
Communication*
Computer Science
Digital Media
Economics*
English Studies*
Environmental Chemistry
Film Production
Geography*
Geology
History*
Interdisciplinary Writing & Rhetoric*
International Studies
Journalism
Mathematics
Mathematical Studies (MDST majors only)
Multimedia Studies
Music
Native American Studies*
Philosophy*
Physics
Political Science*
Psychology*
Public Administration*
Religious Studies*
Rhetoric & Culture
Spanish*
Statistical and Scientific Computing
Statistical Mathematics
Theatre Arts
Writing

CERTIFICATE PROGRAMS
Computer Programming I
Computer Programming II
Systems Engineering
Web Authoring

PRE-PROFESSIONAL PROGRAMS
Law
Medical Technology
Dentistry
Dental Hygiene
Agricultural Sciences
Fisheries & Wildlife
Forestry
Medicine
Nursing
Optometry
Pharmacy
Physical Therapy
Physician Assistant
Veterinary Medicine

*Also available via online/onsite course offerings
**3/2 Engineering option is also offered in cooperation with Oregon State University

COLLEGE OF BUSINESS
Baccalaureate Degrees & Concentrations
Business Administration*
   Concentration: Leadership, Organization & Management
   Marketing
   International Business
   Tourism
   Accounting
   Accounting CPA Track
   Fire Services Administration*
   Liberal Studies*
      Concentration: Business & Health Promotion

MINORS
Business*
Military Science

ASSOCIATE OF ARTS
Administrative Management

CERTIFICATE PROGRAM
Office Management

GRADUATE PROGRAMS
Master of Business Administration (MBA)*
*Also available via online/onsite course offering

COLLEGE OF EDUCATION
Baccalaureate Degrees & Concentrations
Liberal Studies*
   Concentration: Early Childhood Education
   Multidisciplinary Studies
   Multidisciplinary Studies/Elementary Education
      (Dual Major only)
   Physical Activity & Health*
      Concentration: Physical Education and Sport
      Exercise Science
      Health and Wellness Studies

MINORS
English for Speakers of Other Languages (ESOL)
Gerontology*
Health Studies*
Physical Education*

ASSOCIATE OF ARTS
Elementary Education*

CERTIFICATE PROGRAM
Education*
English for Speakers of Other Languages (ESOL)

SERVICE PROGRAMS
English for Speakers of Other Languages
Fire Services Administration*
Health
Military Science
Special Education
Reading

GRADUATE PROGRAMS
Master of Science in Education (MS)*
Master of Arts in Teaching (MAT)*
Special Education Endorsement*
Reading Endorsement*
ESOL Endorsement

GRADUATE CERTIFICATE PROGRAM
Teaching of Writing*

*Also available via online/onsite course offerings

AGRICULTURAL SCIENCES
Cooperative Program with Oregon State University

BACCALAUREATE DEGREES
Agricultural Sciences
Crop & Soil Science
Natural Resources
Rangeland Ecology & Management

MINORS
Agricultural Science
Animal Science
Crop Science
Fish & Wildlife
Natural Resources
Rangeland Ecology & Management
Soil Science

NURSING
Cooperative Program with Oregon Health & Sciences University

BACCALAUREATE DEGREE
Nursing (BS)
Nursing (RN/BS)

GRADUATE PROGRAM
Selected graduate programs may be available on the La Grande campus. Please see the OHSU School of Nursing course catalog for more information.
STUDENT SERVICES
College can be full of questions, both academic and personal. EOU has a means for taking care of just about anything that comes between students and their successful college experience. The heart of this system is the Student Access Center, the Student Success Center, and the Student Life Center, with staff members prepared to provide information and assistance and to solve problems of a personal or educational nature.

STUDENT SERVICES AND STUDENT LIFE
Information concerning Student Services and Student life may be found at the Student Affairs Web site – http://www.eou.edu/saffairs/

ADMISSIONS REQUIREMENTS
Information concerning admission to Eastern Oregon University may be found at the Admissions Web site – http://www.eou.edu/admit/

ATHLETIC & RECREATION
Information concerning athletics and recreation at EOU can be found at – http://www.eouesports.com

RESIDENCE LIFE
Information concerning campus housing, food services and residence life may be found at – http://www.eou.edu/reslife/

COUNSELING & HEALTH SERVICES
Information concerning counseling services may be found at – http://www.eou.edu/counsel/

Information concerning student health services may be found at – http://www.eou.edu/health/

FINANCIAL AID
Information concerning financial aid may be found at – http://www.eou.edu/fao/

STUDY AND INTERNSHIPS ABROAD
Study and internships abroad are available through EOU’s affiliated Oregon University System and Northwest Council for Study Abroad programs. Brochures and information are available in Inlow 109, 541-962-3406, or by visiting www.eou.edu/studyab.

ACADEMIC & CAREER ADVISING
Information concerning Academic and Career Advising may be found at – http://www.eou.edu/advising/

LEARNING CENTER
Information concerning Learning Center, disability services, testing, and First Year Experience programs may be found at – http://www.eou.edu/center/

MULTICULTURAL CENTER
Information concerning the Multicultural Center, programs, and affiliated student associations may be found at – http://www.eou.edu/oma/

STUDENT LIFE/STUDENT ACTIVITIES
Information concerning student activities, clubs, and organizations may be found at – http://www.eou.edu/center/
ADVISING INFORMATION
When admitted to Eastern Oregon University, all students will be assigned to an adviser who will assist in planning an academic program and help select the courses needed to achieve one’s goals. An adviser serves as the coordinator of a student’s educational experience. Normally, students are assigned to an adviser who is in the same academic program as the student’s intended major.

Most new freshmen, especially those who are undecided about a major, will be assigned to a generalist adviser. This adviser is familiar with many academic programs, will direct students through the general education requirements, and assist students to define future program goals and objectives. Once a major program is decided upon, students may request a major and adviser change by contacting the Academic and Career Advising Office. The Academic and Career Advising Office will see that a student’s advising file is transferred from one adviser to another.

Newly admitted students, all students with 44 or less earned credits, and students on academic warning or probation are required to have their adviser’s approval and signature prior to registration each term. However, students are strongly encouraged to make an appointment with their adviser at any time to discuss academic programs, to seek other kinds of assistance, or to just talk and ask questions. Although an adviser may not be able to solve all problems or answer all questions, they can refer students to other campus offices which can be of assistance.

Students pursuing their degree via online/onsite coursework should consult with their adviser prior to registering each term.

WEB REGISTRATION
http://www.ous.edu/webster/
Registration for classes at Eastern is done online using Webster which is a dynamic system allowing continuous changes in course selection until term deadlines occur. Student personal information, financial aid information, and account information are also available in Webster. Complete instructions for Web registration can be found at the Web site address or in the current Registration Information document. After academic advising, your faculty adviser can help you register in Webster or you may obtain assistance from the Registrar’s Office or the Academic and Career Advising Office.

ACADEMIC POLICIES
NOTE: THE UNIVERSITY HAS THE RIGHT TO ALTER THE CURRICULA, ACADEMIC POLICIES, AND/OR THE SUPPORT SERVICES AS DESCRIBED IN THE CATALOG WHEN NECESSARY.

ACADEMIC BANKRUPTCY
Academic Bankruptcy provides the opportunity for students to resume their college education without the encumbrance of previously earned grades. Through this process, motivated students may receive a second chance to work towards a baccalaureate degree with a new grade point average. Academic Bankruptcy is an extreme measure: it may be granted only once, and only when students provide clear and convincing evidence of a renewed commitment to advancing their education. Academic Bankruptcy may affect financial aid and veterans benefits.

Eligibility
Students may be considered for Academic Bankruptcy if they meet the following three conditions:

1. The student must not have attended any college or university for a minimum of 48 months after the end of the last term attended prior to returning to any college.

2. The student must be currently enrolled at EOU.

3. The student must have completed a minimum of 12 graded credits numbered 100 or above at Eastern with a cumulative GPA of 2.0 or better in those credits. Activity courses, including but not limited to PES 180, MUS 195 and 395 may not be used to satisfy this condition.

Procedure
A. To apply for Academic Bankruptcy, the student must submit to the Academic Standards Committee a formal letter of request, which must include:

1. A proposed Bankruptcy Date that precedes the date of application by at least four years;

2. A statement of academic plans; and
3. If the student has not already been admitted to Eastern, the student must submit a complete application for admission to the Office of Admissions including official transcripts for all previous college attendance.

The petitioner is encouraged to provide additional information (for example, employment history, letters of support, samples of recent writing, or documentation of successfully completed projects) to aid the committee in its decision.

**If Academic Bankruptcy is granted, then:**
1. It will apply to all credits attempted by the student prior to the Bankruptcy Date; and
2. The student’s transcript will have a notation typed on it stating: “Academic Bankruptcy granted effective [Bankruptcy Date].”

Courses and grades received prior to Academic Bankruptcy are no longer calculated in the grade point average and do not apply toward graduation. All coursework will remain on the transcript.

**ACADEMIC HONESTY CODE**
All members of the Eastern Oregon University academic community are responsible for compliance with its Academic Honesty Code. Students are required to report violations to the respective faculty member of a course. Provisions of the Academic Honesty Code are:

1. Collaboration while taking any quizzes, in-class examinations, or take home examinations without the instructor’s written approval is forbidden. The faculty member is responsible for defining limits for other collaborative learning activities for each course.
2. Plagiarism or representation of the work of others as one’s own is forbidden. The faculty member will make clear the format for properly citing sources of information not original by the student.
3. Explicit approval by all instructors is required if the same work is to be submitted to more than one course, even if it is not within the same term.

Violations of the Academic Honesty Code may result in both academic and behavioral penalties including possible suspension or expulsion from the University. An automatic grade of zero for any work which is a violation of the Academic Honesty Code will be assigned by the instructor. The instructor may also assign a grade of “F” for the course after discussion with the respective college dean. Students may appeal the course grade to the respective college dean, who is the final level of appeal on the matter of course grade penalties for academic dishonesty.

The faculty member is also required to file a disciplinary complaint to the Dean of Student Affairs about any student believed to have violated the Academic Honesty Code. If deemed appropriate, hearing procedures will be implement-
ed by a University Hearing Officer as outlined in the Code of Student Conduct. Possible sanctions considered by the Student Conduct Committee include probation, suspension, and expulsion.

**ACADEMIC STANDING POLICY**

**Goals**
Eastern Oregon University expects students to maintain satisfactory academic progress toward degree completion. At the conclusion of each term, grade point averages are calculated and academic standing determined for all undergraduate students. All GPA references, including cumulative GPA’s are, unless otherwise noted, based only on EOU coursework. Students may request in writing to the Registrar’s Office, on an individual basis, to have their academic standing recalculated due to a change of grade in the immediately preceding term. Requests for recalculation received during fall term may be applied to spring term if no classes were taken during the summer. In cases where the grade change occurs due to faculty error, no action is required on the student’s part; the recalculation will take place automatically in the Registrar’s Office. In the case of ambiguity in the rules following, the Academic Standards Committee (ASC) should determine in favor of the student.

**Definitions**
The various levels of academic standing are:

**Good Standing:**
Students with an EOU term GPA (for the latest academic term) and cumulative GPA of 2.000 or higher.

**Academic Probation:**
Students with an EOU cumulative GPA of 2.000 or better will be placed on Academic Probation if their term GPA drops below 2.000. First-term freshmen who fail to achieve a 2.000 will be placed on Academic Probation. This is a caution to the student that there is a lack of satisfactory academic progress.

**Academic Suspension:**
Students who have an EOU term and cumulative GPA below 2.000 while on Academic Probation will be placed on Academic Suspension. Suspended (and, hence, “former”) students are denied all student privileges including, but not limited to, registration, class attendance, financial aid and residence in EOU housing. Students who petition for reinstatement should meet with an adviser and attend classes until their case is resolved with the Academic Standards Committee. There are exceptions for Summer Session registration, see Summer Session, Academic Standards Procedures.

**Procedures Timing:**
Changes in academic standing, caused by a term’s grades, take effect midnight on the day grades for the term are computed according to the academic calendar. Changes in academic status caused by action of the ASC, take effect midnight on the day in which the ASC takes such action.

**Academic Probation:**
Students on Academic Probation are contacted through EOU e-mail. A probationary hold will be administered to the student’s account until he or she meets with their academic ad-
Academic Policies

Academic Standing Requirements are waived to register for Summer Session Academic Procedures. Students who attain a term and a cumulative GPA of 2.000 or better will be removed from Academic Probation and placed on Good Standing. Students with two or more terms below 2.000 will be required to meet with a designated adviser prior to registering for that term.

Academic Suspension:
Students on Academic Suspension for the first time will be notified by EOU e-mail and may petition the ASC for possible reinstatement. There are exceptions for Summer Session registration, see Summer Session Academic Standards Procedures. In the meantime, students are strongly encouraged to attend classes for which they are registered. Petitions for reinstatement must be typed and include (at a minimum) information about the causes of poor academic performance and information about possible remedies including an academic plan approved by the student’s adviser. Petitions not meeting these minimal requirements will not be considered.

Petitions for reinstatement must be received on or before the date indicated in the e-mailed suspension letter. The ASC will not consider petitions for reinstatement received after this deadline. Students who do not attend EOU for one or more terms since their suspension must submit a petition for reinstatement no later than the first day of classes of the term for which they seek reinstatement. A student who does not meet with the committee will not be reinstated unless they have obtained written permission from the committee.

Advisers will be notified at the end of each term of those students who are on academic suspension. The committee must meet and consider all petitions before the end of the first week of the term. Should the ASC act favorably upon such a petition, the restrictions are lifted and all the conditions of probationary status are applied but ‘suspension’ will still appear on the transcript. The committee may also require the student to meet other conditions as appropriate. These conditions may include (but are not limited to) meeting with the student’s adviser, limitations on credits taken, and testing (where appropriate) to determine the student’s academic level. Such conditions are intended to help the student achieve academic success. Students returned to probationary status after being suspended must maintain term GPA’s of 2.000 or better in order to maintain, at least, probation status. A student who has been reinstated to probationary status and who subsequently has a term GPA drop below 2.000 will be suspended. This suspension may not be appealed to the ASC without at least one term of good standing since the previous suspension.

Suspended students seeking reinstatement will be automatically reinstated if one year has passed since the suspension or if they have earned, after their suspension, a GPA of 2.000 or better with at least 24 graded credits from accredited colleges or universities. Their academic status upon reinstatement will be academic probation.

Summer Session Academic Procedures
Academic standing requirements are waived to register for summer courses.

Student academic standing at the end of summer session can result in the following actions:

- Students entering a summer session on Suspension will NOT be given a chance to appeal to the Academic Standards Committee (ASC) for Fall reinstatement if their overall Summer GPA is below a 2.000.

- Students entering a summer session on Probation MUST petition the ASC for Fall reinstatement if their academic standing moves to Suspension as a result of summer coursework.

- Students who improve their academic standing to Good Standing during a summer session will NOT be required to appeal to the ASC for Fall reinstatement.

ADDITIONAL COURSE
During the first week of the term students may add online via Web registration. Once classes begin, during the second through the fourth weeks of the term, students may add classes at the discretion of the instructor, who must provide a signature on a paper add form. Thereafter, only the College Dean may approve exception when appropriate. Requests for exceptions may be brought to the Deans only upon the instructor’s prior approval of the request.

No class may be added after the end of the regular instructional period under any circumstances. This means that no courses may be added during finals week, or after the end of the term.

Drop/Withdrawal fees will be assessed in accordance with the fee policies outlined on the Student Accounts Web site.

ADMINISTRATIVE WITHDRAWAL
An instructor may cancel the course registration of a student where there is justification for such action. Students who have not attended class by the third full class hour of the term and who have not made appropriate arrangements in advance with the instructor may be administratively withdrawn from that class.

The approval of the college dean is necessary for an Administrative Withdrawal. To withdraw a student, the instructor shall notify the Registrar’s Office in writing. Students may appeal Administrative Withdrawal to the Academic Standards Committee. Once an appeal has been filed, the student may attend class. The time frame for the Administrative Withdrawal will be the same as for the Course Withdrawal period.

Not attending a class does not guarantee that a student will be administratively withdrawn. Students should always check their class enrollment online or with the Registrar’s Office.

AGENCY SPONSORED LEARNING (ASL)
Admitted students may be eligible to receive credit for completed agency sponsored courses/programs. Agency sponsored learning takes place through formal educational programs and courses sponsored by nondegree-granting and which offer courses to their employees, members, or customers. These nondegree-granting organizations include business and industry,
labor unions, professional and voluntary associations, and government agencies.

Only educational programs or courses conducted on a formal basis and with official approval of the sponsoring organization are considered. Courses must be under the control of the sponsoring organizations. Informal on-the-job training and job experience are not considered to be agency-sponsored learning.

Credit recommendations for agency sponsored learning may only be awarded for college-level knowledge within a discipline offered at Eastern Oregon University and upon recommendation by a faculty member at EOU. Since ASL awards at EOU are considered as transfer credit, such credit will not likely transfer to another institution.

Credit earned through agency sponsored learning will be officially transcripted after 35 EOU credits have been earned and after full payment has been made. Agency-sponsored learning credit will not count toward fulfilling EOU’s residency requirement. A maximum of 45 credits from ASL may be applied toward graduation.

Students wishing to initiate a request for agency-sponsored learning or who need further information should contact their academic adviser.

ASSESSMENT OF PRIOR EXPERIENTIAL LEARNING FOR CREDIT (APEL)

Students admitted to EOU may receive credit for experiential learning that demonstrates college level mastery of curriculum areas. The Portfolio Development course, APEL 390, must be taken prior to students preparing a portfolio of learning essays. The portfolio is evaluated by on campus faculty. The evaluator(s) will decide how much academic credit is to be granted. APEL credit is not eligible for financial aid. Such credit may not always be transferable to other institutions. A maximum of 45 credits from APEL may be applied toward graduation. Please contact your academic adviser for further information.

AUDITING OF COURSES

The grade of AU is assigned if a student enrolls in a course for no credit. If they are an auditor, they are not considered to be a regularly enrolled student and therefore are not expected to complete assignments or take examinations. If the student enrolls initially for credit, they may change to the auditor status through the second Friday of the term. They also have the second Friday of the term to change from audit to credit. Audit hours are charged the same amount as credit hours.

BACCALAUREATE DEGREE AND PROFESSIONAL DEGREE

After the third year at EOU, students may transfer to a school offering a professional degree that requires work beyond a baccalaureate degree. Students may be granted a baccalaureate degree at the completion of an additional year in the professional program. No more than 48 credit hours from the professional school may count toward the baccalaureate degree. Before transferring, students should satisfy all graduation requirements that cannot be satisfied at the professional school. The application for this degree must be submitted to the dean of the school responsible for the program prior to completion of the student’s third year.

CLASSIFICATION OF STUDENTS

1. The class level of an undergraduate student is determined by the number of cumulative credit hours; freshman 0-44; sophomore 45-89; junior 90-134; senior 135 and over. Graduate - holder of a baccalaureate degree from a regionally accredited college or university.

2. By credit hour load:

- Full-Time Undergraduate - Enrolled for 12 through 21 hours inclusive.
- Full-Time Graduate - Enrolled for 9 through 14 hours inclusive.
- Part-Time Admitted Student - Enrolled for less than full time.
- Non-Admitted Student - Student not admitted as a regular student pursuing a degree or certification - may enroll for only 8 hours or less if in good academic standing at Eastern Oregon University.

CLASSROOM DECORUM

Instruction is the most valuable function at Eastern Oregon University. So all students gain full benefit of instruction, the University insists that appropriate classroom decorum be maintained. Minimum elements of appropriate classroom decorum include: punctuality, courtesy, civility, purposefulness, and integrity. To achieve these elements, faculty may establish rules about such matters as: tardiness, absences, argumentation, collaboration, presence of children and guests, eating and drinking, and basic forms of conduct to minimize disruption of the educational process. Such rules established by individual faculty will be clearly and explicitly communicated to students in the course using such means as the course syllabus. Persons judged by a faculty member to be disruptive may be referred by the faculty member for University disciplinary review and action. Further, a faculty member has the responsibility and right to excuse disruptive persons from a class session. Students with concerns about a faculty member’s actions are encouraged to contact the dean of the college in which the faculty member is located.

Information regarding appropriate student conduct, disciplinary procedures for violations, procedures for conduct hearings, and students’ rights and responsibilities can be found in the EOU Student Handbook, available in the Office of Student Affairs.

CONTINUOUS ENROLLMENT

Students are considered to be continuously enrolled if attendance is not interrupted for three or more consecutive terms (not including summer.) Continuous enrollment also includes enrollment at any Oregon University System institution or Oregon community college. Students who maintain continuous enrollment may satisfy major or minor requirements from one catalog applicable during their enrollment while satisfying institutional and general education require-
ments from a different catalog applicable during their enrollment. Continuous Enrollment ends when a baccalaureate degree is granted. If it takes longer than 7 years to complete a degree program, graduation requirements will be reviewed individually.

**COURSE CHALLENGE**
Admitted students who are currently enrolled and have completed 12 EOU credits may petition for credit for a specific course by special exam. They may not challenge a course for which they have already received a grade. Courses to demonstrate prior knowledge must be challenged before enrolling in a higher level course in that discipline. Students educated in a language other than English cannot receive credit for that language at the first or second year level through challenge or CLEP exams. Students should consult with the appropriate modern language faculty for evaluation and placement. The petition form must be signed by the assigned course instructor, the adviser, and the appropriate college dean. Students may choose to have their challenge graded by the S/U option by filing the proper S/U form with the Registrar’s Office prior to taking the examination.

Successful completion of a course challenge will be recorded on the transcript with A, A-, B+, B, B-, C+, C, C-, or S. Other grades will make the challenge unsuccessful and will not be recorded on the transcript.

**COURSE LOAD LIMITATIONS**
The minimum number of hours for a regular full-time undergraduate student is 12, a normal load is 15-18 and the maximum is 21, including online and onsite credits. A student may enroll for more than 21 credits with the permission of the college dean, who will consider the student’s academic record, major program, and proposed courses. A cumulative GPA of 3.0 or a GPA of 3.0 or better from the previous term ordinarily is necessary for an overload.

The maximum load for graduate students is 14 hours a term during the academic year, 6 hours during a 4-week summer session, or 13 hours during the 8-week summer session. Exceptions must be approved by the Director of Graduate Studies.

**COURSE NUMBERING**
0-99 - Non-credit courses or credit courses of a developmental, terminal, or semi-professional nature are not applicable toward the 180 credits required for BA and/or BS degree completion. These credits cannot be used to satisfy program specific degree requirements. Some of these courses may not count toward athletic eligibility, financial aid eligibility, and veteran’s benefits. Check with your adviser for more information. These courses do not count toward graduation requirements.

100-299 - Courses at the lower-division level.
300-499 - Courses at the upper-division level.
500-699 - Graduate courses.
700- In-service courses. Limited applicability toward advanced degree.

**DEAN’S LIST**
To qualify for the Dean’s List in any given term, an undergraduate student must complete at least 12 credit hours of coursework per term with letter grades and achieve a GPA of at least 3.5 during the given term.

**DEAN’S LIST FOR CO-ENROLLED STUDENTS**
To qualify for “Dean’s List for Co-Enrolled Students” the following must be met:

- Must be admitted to Eastern Oregon University.
- 3.500 minimum term GPA from EOU.
- Maintain a 3.500 term GPA when transfer credits are included in the calculation. These credits must be transferable credits, none of which may be vo-tech.
- Must supply an official transcript to EOU.
- Must complete a minimum of 12 graded credits in the given term of which 8 must be from EOU.
- Students must apply for recognition by the second Friday of the term immediately following the term in which recognition is requested. This notification may be accomplished by e-mailing the Registrar’s Office at registrar@eou.edu and asking for the recognition and informing EOU of which college(s) is to be included in the calculation.

Students meeting these qualifications will have the designation of “Dean’s List for Co-Enrolled” notated on their EOU transcript.

**DEFINITIONS AND ABBREVIATIONS**
Some of the language used to describe courses and degree programs may not be familiar to students. So, to help them become familiar with the language of academia, some definitions, abbreviations and classifications that will be encountered during college appear below.

**DEFINITIONS**
Academic Year - The academic year is divided into three terms (fall, winter, spring) of approximately 11 weeks each, exclusive of summer session. Students may enter at the beginning of any term, although fall term entrance is preferred.

Subject - Designated area of knowledge such as history, education, business or art.

Course - Subject or an instructional sub-division of a subject offered during a single term.

Year Sequence - Three closely articulated or consecutive courses in a subject extending through three terms of an academic year.

Curriculum - An organized program of study arranged to provide specific cultural or professional preparation.
Term or Quarter Hour - Normally, a student can expect to spend at least 30 clock hours of time (e.g. in class, in lab, reading, research, studying or in other activities related to coursework) for every term hour of credit earned.

Field Placement or Practicum - Field placement and practicum experience are designed to offer students an opportunity to explore career areas and extend the educational experience beyond the classroom through supervised work experience in agencies, schools, or private business.

ABBREVIATIONS
In discussion of each course of study, students will encounter several different abbreviations that are commonly used to describe courses of certain aspects of course offerings. Listed below are examples of some of the abbreviations that will be encountered. Under each course description students will find some or all of these illustrative abbreviations and meanings.

PSY 201 - Psychology 201 (Arranged) - Time, term offered and credit hours are arranged upon request or sufficient demand.

THEA 244, 245, 246 Technical Theatre (2) - A sequence course which will have two credit hours per term.

Prerequisite: MATH 111 - MATH 111 is a prerequisite. The course must be successfully completed before a student can enroll in the course described.

DOUBLE DIPPING
There is no University-wide policy prohibiting the double use of courses. Programs may or may not allow ‘double dipping’ between their major and a second major, their major and a minor, their minor and a major, or between their minor and a second minor. Programs that do not allow double dipping will indicate so in their program information section of this catalog.

DROPPING A COURSE
A student may drop from a course for any reason with no record on the student’s transcript before the end of the 4th week of the term. Thereafter, a student must withdraw from the course (see withdrawal policy). Drop fees will be assessed in accordance with the fee policies stated in the Schedule of Classes.

ENROLLMENT IN CLASSES
Eastern Oregon University reserves the right to restrict enrollment to individual courses based on a number of considerations including, but not limited to, class size, satisfactory completion of prerequisite courses or experience, past performance of the student in similar courses, and whether a student is seeking a degree or not.

EOU currently restricts enrollment in its online courses and degree programs to students within the United States and Canada (excluding territories and possessions of the United States.) Existing logistics prevent the University from serving students who relocate either temporarily or permanently outside of these areas. The University will support enrollment of military personnel and their family if they have regular access to the Internet and receive mail at an APO/FPO address.

Grades of Audit, S, U, I and W are disregarded in the computation of the grade point average (GPA). The GPA is the total grade points divided by the total graded term hours attempted. A minimum Eastern GPA of 2.00 and a composite GPA of 2.00 are required for graduation.

GRADE CHANGE POLICY
All grades except for ‘I’ are final when filed by the instructor in the end-of-term grade report. Thereafter, a grade change may be made only in the case of clerical, procedural or calculation error. No grade other than ‘I’, once reported, may be revised by re-testing nor by completing additional work. Any grade change must take place within one year subsequent to the term in which the grade was reported.

Instructors who are not prepared to submit a final, closed course grade at the time that grades are due, on account of an individual student’s extraordinary circumstances or special needs, may submit a grade of ‘I’.

Grade points are computed on the basis of grades earned each term:

- A 4.00
- A- 3.67
- B+ 3.33
- B 3.00
- B- 2.67
- C+ 2.33
- C 2.00
- C- 1.67
- D+ 1.33
- D 1.00
- D- 0.67
- F 0.00

Other letters are assigned to indicate the student’s credit status for a course:

- AU Audit (no credit)
- G after the letter grade indicates graduate credit
- I Incomplete
- W Withdrawn (no credit)

Letter grades are awarded for academic performance as follows:

- A Superior
- B Good
- C Satisfactory
- D Inferior
- F Failed
- S Satisfactory
- U Unsatisfactory

Instructors who are not prepared to submit a final, closed course grade at the time that grades are due, on account of an individual student’s extraordinary circumstances or special needs, may submit a grade of ‘I’.

Grades of Audit, S, U, I and W are disregarded in the computation of the grade point average (GPA). The GPA is the total grade points divided by the total graded term hours attempted. A minimum Eastern GPA of 2.00 and a composite GPA of 2.00 are required for graduation.
GRADUATION WITH DISTINCTION
To be considered for graduation with distinction, an undergraduate student must have a cumulative GPA (including transfer credits, if any) of at least 3.5.

GPA’s and distinctions:
cum laude - 3.5 to 3.69
magna cum laude - 3.7 to 3.84
summa cum laude - 3.85 to 4.0

HONORS ON A SECOND BACCALAUREATE DEGREE
Student must be eligible on EOU coursework taken since the awarding of the first degree and the student must also be eligible when all college coursework is combined.

The student wishing honors on a second degree must submit official transcripts from all schools attended. These must be received by the Registrar’s Office before applying for graduation. The deadline for applying for graduation is posted on the Registrar’s Office Web site.

The student must complete a minimum of 36 EOU hours beyond the awarding of the first degree. Of these 36 hours, 25 must be graded (A-D) and 25 must be upper division. The cumulative GPA on credits received since the awarding of the first degree and the overall cumulative GPA (including transfer credits, if any) must be at least 3.50. The GPA on coursework completed since the awarding of the first degree will be used to determine the level of honors awarded.

HONORS FOR TWO OR MORE DEGREES EARNED SIMULTANEOUSLY
Eligible students will receive honors on all degrees obtained simultaneously.

INCOMPLETE AND IN-PROGRESS COURSEWORK
The I grade is assigned by the instructor if the quality of work is satisfactory, but students have been prevented by circumstances beyond their control from completing all of the requirements of the course. It is the instructor’s prerogative to judge the validity of these circumstances. The instructor determines the step the student must take to remove the deficiency, the time allowed for doing so, the alternate grade (usually F) to be assigned if they fail to complete the work in the time allowed. The student and the Registrar’s Office are informed of the instructor’s requirements in writing. Incomplete grades not removed by the date specified (limited to one term unless otherwise noted) automatically revert to the alternate grade specified by the instructor.

INTER-INSTITUTIONAL CREDIT
Credits earned at EOU are generally accepted at all universities in the Oregon University System, as well as other accredited institutions. However, the transfer of credit is controlled by the receiving institution and may be limited because of low grades or other factors. It is the student’s responsibility to contact the institution where they want to transfer for more information. Credit will be awarded based on recommendations by the American Council on Education (ACE). To receive credit, official ACE transcripts must be submitted to the Office of Admissions.

LEAVE OF ABSENCE
Fully admitted students in good academic standing and who have attended EOU for at least two terms are eligible for one leave of absence. A leave of absence may be for up to eight consecutive terms (including summer.)

Students granted a leave of absence will be able to continue under the catalog requirements that were in effect when they originally enrolled. Such students will not be required to pay an application fee upon returning.

See the Registrar’s Office to apply for a leave of absence.

MILITARY EVALUATION FOR CREDIT
Students may receive college credit for training obtained during military service. Credit will be awarded based on recommendations by the American Council on Education (ACE). To receive credit, official ACE transcripts must be submitted to the Office of Admissions.

MINORS
All EOU minors require a minimum of 10 EOU credits in the minor. Admitted students may choose to have their minor(s) recognized. To do so, they must complete the ‘Recognition of Minor’ form that is available in the Registrar’s Office. Minors are transcripted only at the same time as the awarding of an EOU Bachelor’s degree.

MULTIPLE MAJORS
Students who have completed the degree requirements in more than one major program, but who have not completed sufficient extra credits to earn a second degree will be required to complete the following:
1. Both majors will be listed on the diploma. The diploma, for example, will read ‘Bachelor of Science in History and Business.’
2. All majors will be posted on the final transcript.
3. All EOU majors require a minimum of 20 EOU credits, at least 10 of which must be upper division in the major.

Please see listing of the majors available at Eastern Oregon University.

Please Note: Admitted students who have already earned a baccalaureate degree may earn a major by completing the program requirements.

It will be the responsibility of the student to complete the ‘Application for Additional Majors’ form that is available in the Registrar’s Office. Majors are transcripted only at the same time as the awarding of an EOU Bachelor’s degree.

ONLINE/ONSITE COURSES
Eastern offers online and onsite courses through a non-traditional delivery method. These courses are charged at a separate rate per credit hour. International students and US citizens who wish to register for online courses and reside either temporarily or permanently outside the 50 United States and Canada (excluding territories and possessions of the United States) need to contact the International Programs Office (international@eou.edu) for current policy information. International students should follow the admission requirements at www.eou.edu/admissions/international-procedures.
OREGON TRANSFER MODULE

The Oregon Transfer Module (OTM) provides a one-year curriculum for students who plan to transfer to a state of Oregon community college or university. The module allows students to complete one year of general education foundation coursework that is academically sound and will meet the admission standards of the receiving school. Specific requirements for completing the OTM and a current list of EOU courses approved for meeting the OTM may be found at the following links: (course listing) http://www.eou.edu/regis/OTM.html and (specific requirements) http://www.eou.edu/regis/documents/OTM_Policy.pdf.

Students should work closely with an academic adviser to ensure selection of appropriate coursework. Upon transfer, students may be required to complete additional coursework in general education, or an academic major, that is specific to the receiving institution. Students who transfer prior to the completion of the Oregon Transfer Module will have their courses individually evaluated by the receiving institution. Students must complete a minimum of 45 credits of lower division coursework with a grade of "C-" or better in order to receive credit for the Oregon Transfer Module.

POST-BACCALAUREATE NON-GRADUATE STUDENT CLASSIFICATION

A holder of an accredited baccalaureate degree who has not been admitted to a graduate degree program and who submits an official application for admission to pursue a second baccalaureate degree or enroll in coursework not to be used for graduate credit will be called a post-baccalaureate non-graduate student and will be assessed tuition at undergraduate rates after completing the proper form available in the Registrar’s Office.

Baccalaureate degree holders who are admitted to post-baccalaureate non-graduate status at undergraduate tuition rates are precluded from claiming graduate credit for graduate hours taken while in that status. However, individual institutions may allow the reservation of not more than twelve of their graduate hours (only six per term) to apply in their institution’s graduate programs. Graduate credit hours reserved in combination as an undergraduate and post-baccalaureate non-graduate cannot exceed 15.

Baccalaureate degree holders who are not admitted with post-baccalaureate non-graduate status will be assessed graduate tuition rates.

Students who have been admitted to the advanced degree program may convert to post-baccalaureate non-graduate student status only if the graduate degree has been awarded or if the student has been dropped from the degree program by the institution, or upon a request approved by the Dean of the Graduate School for voluntary relinquishment of graduate status.

Students in the education programs who are admitted to the 45-hour standard norm certificate program are not eligible for the post-baccalaureate non-graduate student status. Graduate tuition rates are applicable whether or not graduate credit is sought by students in this program.

PRACTICUM COURSES

Undergraduate-level practicum-type courses (109, 209, 309 and 409 numbers), including cooperative education placements, will be graded by the S/U option only unless excepted elsewhere in the catalog.

REGISTRATION

Registration is completed prior to the beginning of each term. Late registration will be accepted until 20 percent of the meeting time of that course has elapsed following the instructions under ‘Adding A Course.’

REPEATED COURSEWORK

Students may repeat a course to improve a grade or to increase mastery of a subject, although the credit hours and grade points earned for that course count only once. The most recent grade earned will be used in computing the GPA and credit toward graduation. Grades of U and W are not used to replace A-F grades. All grades will remain on the transcript. Students are responsible for notifying the Registrar’s Office that a course is being repeated so that their GPA can be recalculated and their credit hour total reduced.

SATISFACTORY/UNSATISFACTORY OPTION

The purpose of the S/U option is to encourage students to take courses outside their major program without the earned grade affecting their GPA. The S/U grading option must be elected by the second Friday of the term. To elect the S/U option, the student must file the request form with the Registrar’s Office. Of the 180 term hours required for the bachelor’s degree, students may elect up to 36 for S/U. Courses offered only on an S/U basis are not included in the 36-hour limit.

The grade of S indicates a grade comparable to a grade of C- or better. An S/U grade may be elected for any course except those used to meet specific program requirements, unless it is allowed by the academic college offering the course. If a required course is offered only on an S/U basis, it may be counted in the major program. If students have questions regarding which courses can be taken S/U, they should see their faculty adviser.

SECOND BACCALAUREATE DEGREE

An EOU student may earn a second bachelor’s degree from EOU, either concurrently or subsequent to another EOU bachelor’s degree or institutional partner-program degree, by satisfying all program requirements as determined by the appropriate major department. A minimum of 36 credits supervised by EOU faculty must be completed. If earned concurrently, a minimum of 216 total credits are required. If earned subsequently, 36 credits beyond the awarding of the first degree must be earned. Separate applications for graduation must be completed for each degree. A minimum cumulative EOU GPA of 2.00 is required.

If a student has earned a first baccalaureate degree from another accredited institution, a second baccalaureate degree from EOU may be earned by completing a minimum of 45 credit hours supervised by EOU faculty. Thirty of the 45 credit hours must be upper division. All program require-
ments for the degree as determined by the appropriate major department must be satisfied. A minimum cumulative EOU GPA of 2.00 is required.

If the first degree is from a non-accredited institution, a student may earn a baccalaureate degree from EOU by completing a minimum of 45 credit hours supervised by EOU faculty and by satisfying all program and current institutional requirements which have not been completed within the first degree. A minimum cumulative EOU GPA of 2.00 is required. Prior to meeting with a faculty adviser, official transcripts from all schools attended must be submitted to the Registrar’s Office with a request to have them evaluated for institutional requirements.

STATE OF OREGON RESIDENCY REQUIREMENTS
Students with reasons for questioning a decision on their residence classification may appeal the decision under Oregon Administrative Rules #580-10-045 Review of Residence Classification Decisions.

Students wishing to apply for Oregon residency may go to the Registrar’s Office for more information.

STUDENT CALLED TO ACTIVE MILITARY DUTY
Students called to active military duty may examine the following tuition refund policy as stated in the OUS Academic Year Fee Book. The policy states ‘Any student with orders to report for active military duty may withdraw at any time during the term and receive a full refund. If sufficient coursework has been accomplished and the instructor feels justified in granting credit for the coursework completed, credit may be granted and withdrawal proceedings are unnecessary.’

If called to active military duty, students should meet with the Veteran’s Affairs Office if already receiving benefits, with the Financial Aid Office if applicable, and with their academic adviser to discuss their options. Students should refer to the Military Call-up Policy located on the Registrar’s Office Web site for procedures and options for completing or withdrawing from classes.

TENTH WEEK AND FINALS WEEK POLICY
Exceptions to this policy may be requested from College Deans, who will forward recommendations to the Provost for review.

Tenth Week (Monday through Sunday of the week preceding final examinations for Fall, Winter and Spring Terms)

A. No examination worth 20 percent or more of the final grade will be given, with the exception of make-up examinations.

B. No final examinations will be given under any guise with the exception of exercises that require more than a two-hour block of time.

C. No papers or projects will be due, unless they have been clearly specified on the syllabus, within the first week of the term.

D. No institutionally-sponsored events will be scheduled, unless they have been clearly specified or scheduled on a course syllabus or events calendar within the first week of the term.

Finals Week (Monday through Friday, the last week of Fall, Winter and Spring Terms)

A. Take-home final examinations and projects will be due no earlier than the day of the formally assigned final examination for the class in question.

B. Proctored final exams will be given no earlier than the day of the formally assigned final examination for the class in question.

C. No institutionally-sponsored non-academic events will be scheduled beginning Monday of finals week through the last day of finals.

The time set aside for a final examination will be used for course purposes.

TRANSFER EQUIVALENCY
Students with the following Associate Degrees will be considered as having met the general education distribution requirements:

1) Oregon: The Associate of Arts Oregon Transfer or the Associate of Science in Business Oregon Transfer from an Oregon community college.

2) Washington: The Associate of Arts, the Associate of Arts and Sciences, Associate of Science, or completion of a Direct Transfer Agreement (DTA) from a Washington state community college which have been approved for university transfer. Please refer to the official list maintained in the Registrar’s Office.

3) Idaho: The Associate of Arts or the Associate of Science at North Idaho College, The College of Southern Idaho, and College of Western Idaho.

4) Other: Community College of Micronesia or proof of completion of a general education program at a regionally accredited college or university.

VOCATIONAL-TECHNICAL COURSEWORK
A maximum of 12 vocational/technical credits, completed with a grade of “C-” or better, will be accepted. These credits will be transcripted in a lump sum as lower division electives with a grade of “S”. They may not be used to meet general education or program requirements. A Transfer Evaluation Report acknowledging the courses accepted by the university will be sent to the student after the admission status has been confirmed. Vocational/technical coursework in a clearly articulated program agreement between EOU and another institution is exempt from this policy.
WITHDRAWAL
There are two types of withdrawal - withdrawal from a course and withdrawal from the University.

From a Course:
A student may withdraw from the 5th week of the term through the 7th week with a grade of “W” indicated on the transcript. No withdrawals will be issued after the 7th week of the term. Instructors will issue a letter grade (A-F, or I) for all students enrolled after the 7th week. A student making adequate academic progress during the term and needing to withdraw after the 7th week may request an incomplete from the instructor.

From the University:
A student may withdraw from the University at any time during the term by completing the proper form in the Registrar’s Office. Official notification in writing must be received before any withdrawal from the University is processed.

ACCESS TO STUDENT RECORDS POLICY
The Family Educational Rights to Privacy Act of 1974 (FERPA), as amended, was designed to protect the privacy of educational records, to establish the right to inspect and review academic records, and to provide guidelines for the correction of inaccurate or misleading data within academic records.

Those wishing to review academic records at Eastern Oregon University should make an appointment with the EOU Registrar’s Office. Records must be reviewed in the Office with a Registrar’s representative present, and cannot be reviewed without prior appointment.

Eastern Oregon University may release without prior consent certain “directory” information. This information may be disclosed to the public unless the student requests that such information not be released. Such a request requires a written, signed notification to the Registrar’s Office for each term of attendance. Additionally, any information obtained as a part of the student’s application materials may be used by EOU officials for legitimate educational purposes.

The following is considered directory information:

1. Name
2. *Municipality (City, State), telephone number and EOU e-mail address
3. Dates of attendance and current class standing
4. Major field(s) of study
5. Degrees, honors, and awards received, including dates
6. Participation in officially recognized activities
7. Height and weight of students representing EOU Athletics

Except for directory information, no personally identifiable information is disclosed to agencies outside EOU without the written permission of the student. Records are made available for university system professional use, on a need-to-know basis to officials of other institutions in which students may seek to enroll, in response to certain subpoenas and judicial orders, and in the event of an emergency in which such information might affect the health and safety of the student and/or others.

The security of all student records is the responsibility of the Dean of Enrollment Services. Exceptions include: student activity, student health and student conduct records maintained by the Dean of Students. Questions or requests should be directed to the Office of Enrollment Services.

* Mailing address may be used for institutional business and may include third party entities in order to fulfill University program needs.
INSTITUTIONAL GRADUATION REQUIREMENTS

The University’s graduation requirements reflect our belief that an undergraduate education should provide both breadth and depth and that all educated individuals should possess certain skills, especially the ability to express themselves in writing, in speaking, and in the language of mathematics. The general education curriculum rests on the assumption that every educated person should have some acquaintance with certain traditional areas of human knowledge and experience and be able to synthesize and contextualize this knowledge within their own lives.

BACCALAUREATE DEGREE REQUIREMENTS

Students must complete all institutional graduation requirements for the baccalaureate degree as listed below:

1. Complete a minimum of 180 credit hours.

2. Earn an Eastern GPA of at least 2.000 and a composite GPA of 2.000 for all college work taken up until the time that the degree is conferred. The transfer GPA and the Eastern GPA are combined at the time of graduation.

3. Complete a minimum of 60 credit hours of upper division coursework (300-400 level courses).

4. Complete all requirements in the major area, including at least 35 credit hours, 25 of which must be in 300 or 400 level courses in the major area. Of these credits a minimum of 20 must be from EOU of which 10 must be upper division.

5. Complete a minimum of forty-five (45) credit hours supervised by Eastern Oregon University Faculty. Thirty (30) of the forty-five (45) credit hours must be upper division. These can include online and onsite courses and any credit earned through EOU’s Assessment of Prior Experiential Learning.

6. Students must demonstrate the application of mathematics at the college level. Means for satisfying this requirement will be limited to any mathematics or statistics course that has a prerequisite of intermediate algebra or higher (e.g., EOU’s Math 095 Algebraic Foundations) and is a minimum of three credits.

For the purpose of satisfying the Math Competency Requirements, students may use a linked pair of courses, where the second course is a direct continuation of the content of the first course and the first course is a prerequisite of the second course. The total number of credits for both courses must be at least 3 credits. For example, MATH 239 (2 credits) and MATH 240 (2 credits) or STAT 241 (2 credits) and STAT 242 (2 credits) may be used to satisfy the Math Competency Requirement as long as both courses are completed satisfactorily.

The Math Competency Requirement must be successfully completed with a “C-” or better. Individual majors may require specific courses to satisfy this requirement. As a program requirement, the course(s) must be graded A-F, otherwise students may take the course(s) “S/U”.

7. A maximum of 90 hours in one discipline may be applied to the degree.

8. Students may choose to earn a Bachelor of Science degree or a Bachelor of Arts degree for most major programs. The additional requirements for the Bachelor of Arts degree are listed below:

A. For the Bachelor of Arts Degree:
   - Demonstrate proficiency in a foreign language through any one of the following means:
     a. twenty-four credit hours of a single foreign language.
     b. completion of a second-year foreign language course sequence.
     c. completion of any upper-division course which has a two-year language prerequisite.
     d. equivalency certification by the appropriate foreign language faculty.
     e. foreign students educated in a language other than English will be considered as meeting the B.A. foreign language requirement.
9. Complete the General Education Core (GEC). Eastern Oregon University is a community of scholars who understand that learning is a life-long process. The GEC provides opportunities for students to become reflective, responsible citizens of strong mind and ordered intellect who see multiple points of view. The University expects graduates to use their knowledge of the human condition and the physical world to adapt to, solve the problems of, and thrive in an ever-changing world.

The 60 credit General Education Curriculum serves the diverse student body of Eastern Oregon University by helping students to integrate into university life and challenging them to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world.

GEC Program Outcomes – www.eou.edu/epcc

GEC Breadth Outcomes – www.eou.edu/epcc

The following courses may be taken graded (C- or better) or S/U (please refer to the S/U policy). A minimum of 60 credits is required. For the most current listing of GEC courses please refer to http://www.eou.edu/regis/gened.html.

All courses used to fulfill the general education core must be approved by the Educational Policy and Curriculum Committee to ensure that General Education Outcomes, as distinct from the discipline-specific outcomes, have been identified and means of assessment are in place.

Required Liberal Arts Courses (45-60 credits, must include at least six different disciplines):

Aesthetics and Humanities (AEH) (6-20 credits in at least two disciplines)

ART 101 Foundations of Visual Literacy (4)
ART 204 Art History I (3)
ART 205 Art History II (3)
ART 206 Art History III (3)
ART 390Expanded Arts (5)
COM 215 Conflict Management (3)
COM 320 Speaking in the Modern Organization (3)
COM 325 Intercultural Communication (2)
COM 329 Performance Communication (3)
COM 330 Are You Listening (3)
COM 335 Communication, Gender & Culture (2)
COM 340 Interviewing Strategies & Skills (3)
COM 347 Communication at the End of Life (2)
ENGL 104 Intro to Literature (4)
ENGL 107 World Literature I (3)
ENGL 108 World Literature II (3)
ENGL 109 World Literature III (3)
ENGL 195 Intro to Film (4)
ENGL 199 World Cinema (4)
ENGL 201 Shakespeare (4)
ENGL 205 Writers of British Isles (4)
ENGL 206 Applied Literary Criticism (3)
ENGL 220 SO Seminar: Rhetoric & Literacy (3)
ENGL 239 Genres (4)
ENGL 254 Writers of Americas (4)
ENGL 257 Lit/Film American West (4)
ENGL 315 Intro Applied Linguistics (4)
ENGL 316 Approaches to Grammar (4)
ENGL 323 Forbidden Goddesses (4)
ENGL 339 Literary/Cinematic Genres (2-4)
ENGL 395 Gender in Literature/Film (2-4)
GEND 323 Forbidden Goddess (4)
GEND 330 US Minority Women Writers (5)
GEND 340 Hist of Women & the Family in Pre-Industrial Era (5)
GEND 341 Hist of Women & the Women’s Movement in Modern Era (5)
GEND 395 Gender in Literature & Film (2-4)
GERM 101 1st Year German (5)
GERM 102 1st Year German (5)
GERM 103 1st Year German (5)
GERM 201 2nd Year German (4)
GERM 202 2nd Year German (4)
GERM 203 2nd Year German (4)
GERM 344 Intro German Literature (3)
GERM 348 German Film (3)
HIST 230 Women & Gender in Modern Europe (5)
HUM 207 First Year Seminar (3)
HUM 344 Intro German Literature (3)
HUM 348 German Film (3)
HUM 390 Transcultural Literature (3)
MODL 101 Modern Language (4)
MODL 102 Modern Language (4)
MODL 103 Modern Language (4)
MODL 201 Modern Language (4)
MODL 202 Modern Language (4)
MODL 203 Modern Language (4)
MODL 328 French Culture & Civilization (3)
MUS 107 Listen in Music (2)
MUS 111 Music Theory (3)
MUS 113 Music Theory (3)
MUS 115 Music Theory (3)
MUS 201 Language & Literature of Music (3)
MUS 202 World Music (3)
MUS 203 Jazz: American Music (3)
MUS 204 Popular Music in American (2)
MUS 304 Down in the Boondocks (2)
PHIL 101 Self, World & God (5)
PHIL 102 Ethics, Politics & Law (5)
PHIL 301 History of Philosophy (5)
PHIL 320 Philosophy of Religion (5)
POLS 250 Politics and Music (3)
REL 101 Introduction to Religion (5)
REL 102 Introduction to World Religions (5)
REL 321 Buddhism (5)
REL 322 Islam (5)
REL 323 Yoga Philosophy (2)
REL 324 Philosophy of Sacred Art (5)
PHIL 341 Philosophical Issues in Science (2)
SPAN 107 1st Year Spanish (4)
SPAN 108 1st Year Spanish (4)
SPAN 109 1st Year Spanish (4)
SPAN 111 1st Year Intensive Spanish (6)
SPAN 112 1st Year Intensive Spanish (6)
SPAN 207 2nd Year Spanish (4)
SPAN 208 2nd Year Spanish (4)
SPAN 209 2nd Year Spanish (4)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 320</td>
<td>Oral Communication Bilingual (3)</td>
</tr>
<tr>
<td>SPAN 335</td>
<td>Hispanic Visual Culture (4)</td>
</tr>
<tr>
<td>SPAN 344</td>
<td>Intro Literature of Spain (4)</td>
</tr>
<tr>
<td>SPAN 345</td>
<td>Intro Literature of Latin America (4)</td>
</tr>
<tr>
<td>THEA 261</td>
<td>Theatre History (3)</td>
</tr>
<tr>
<td>THEA 262</td>
<td>Theatre History (3)</td>
</tr>
<tr>
<td>THEA 263</td>
<td>Theatre History (3)</td>
</tr>
<tr>
<td>THEA 269</td>
<td>Survey Musical Theatre (3)</td>
</tr>
<tr>
<td>THEA 361</td>
<td>A Separate Culture: The Plays of August Wilson (4)</td>
</tr>
<tr>
<td>WR 222</td>
<td>Intro to Rhetoric (3)</td>
</tr>
<tr>
<td>WR 251</td>
<td>Writing in the Community (3)</td>
</tr>
<tr>
<td>WR 393</td>
<td>Rhetoric of Public Culture (3)</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 239</td>
<td>Survey Calculus I (2)</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Survey Calculus II (2)</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Survey Calculus (4)</td>
</tr>
<tr>
<td>MATH 211</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 212</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 213</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 214</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 215</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 216</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 217</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 218</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 219</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 221</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 222</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 223</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 224</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 225</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 226</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 227</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 228</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 229</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 230</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 231</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 232</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 233</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 234</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 235</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 236</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 237</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 238</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 239</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 240</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 241</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 242</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 243</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 244</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 245</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 246</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 247</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 248</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 249</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 250</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 251</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 252</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 253</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>MATH 254</td>
<td>Calculus (4)</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>Symbolic Logic (5)</td>
</tr>
<tr>
<td>PHIL 212</td>
<td>Philosophy of Science (5)</td>
</tr>
<tr>
<td>*PHYS 101</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>*PHYS 102</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>*PHYS 103</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>*PHYS 104</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>*PHYS 105</td>
<td>General Physics (4)</td>
</tr>
<tr>
<td>*SCI 101</td>
<td>Scientific Methods (4)</td>
</tr>
<tr>
<td>*SCI 102</td>
<td>Energy &amp; Work (4)</td>
</tr>
<tr>
<td>*SCI 103</td>
<td>Matter (4)</td>
</tr>
<tr>
<td>*SCI 104</td>
<td>Introduction to Astronomy (3)</td>
</tr>
<tr>
<td>*SCI 105</td>
<td>History of Science (3)</td>
</tr>
<tr>
<td>*SCI 106</td>
<td>The New Universe (2)</td>
</tr>
<tr>
<td>STAT 241</td>
<td>Elementary Statistics I (2) (Online Course)</td>
</tr>
<tr>
<td>STAT 242</td>
<td>Elementary Statistics II (2) (Online Course)</td>
</tr>
<tr>
<td>STAT 243</td>
<td>Elementary Statistics (4) (On Campus Course)</td>
</tr>
<tr>
<td>STAT 244</td>
<td>Statistics &amp; Experimental Design (5)</td>
</tr>
<tr>
<td>PSY 241</td>
<td>The Mind (5)</td>
</tr>
<tr>
<td>PSY 242</td>
<td>Stress &amp; Disease (3)</td>
</tr>
<tr>
<td>PSY 243</td>
<td>Statistics &amp; Experimental Design (5)</td>
</tr>
<tr>
<td>PSY 244</td>
<td>Principles of Cognitive Psychology (5)</td>
</tr>
<tr>
<td>PSY 245</td>
<td>Evolution &amp; Behavior (5)</td>
</tr>
<tr>
<td>RNG 341</td>
<td>Range Ecology &amp; Management (3)</td>
</tr>
<tr>
<td>*GEOG 101</td>
<td>Cultural Anthropology (5)</td>
</tr>
<tr>
<td>*GEOG 102</td>
<td>Physical Anthropology/Archaeology (5)</td>
</tr>
<tr>
<td>*GEOG 103</td>
<td>Physical Anthropology (5)</td>
</tr>
<tr>
<td>*GEOG 104</td>
<td>Human Adaptation (2)</td>
</tr>
<tr>
<td>*GEOG 105</td>
<td>Ethnology of Hunters/Gatherers (2)</td>
</tr>
<tr>
<td>*GEOG 106</td>
<td>Frauds/Myths/Mysteries (2)</td>
</tr>
<tr>
<td>*GEOG 107</td>
<td>Selling the News (2)</td>
</tr>
<tr>
<td>*GEOG 108</td>
<td>Media/Politics/Propaganda (5)</td>
</tr>
<tr>
<td>*GEOG 109</td>
<td>Primate Populations (2)</td>
</tr>
<tr>
<td>*GEOG 110</td>
<td>Intro Archaeology/Prehistory (5)</td>
</tr>
<tr>
<td>*GEOG 111</td>
<td>Environment &amp; Society (5)</td>
</tr>
<tr>
<td>*GEOG 112</td>
<td>Intro Environmental Economics (3)</td>
</tr>
<tr>
<td>*GEOG 113</td>
<td>Natural Resource Economics &amp; Policy (3)</td>
</tr>
<tr>
<td>ECON 115</td>
<td>Economics of Social Issues (5)</td>
</tr>
<tr>
<td>ECON 150</td>
<td>Political Economy of Sport (5)</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Microeconomics (5)</td>
</tr>
<tr>
<td>ECON 202</td>
<td>Macroeconomics (5)</td>
</tr>
<tr>
<td>ECON 203</td>
<td>US Economics History (5)</td>
</tr>
<tr>
<td>ECON 204</td>
<td>Public Policy (5)</td>
</tr>
<tr>
<td>ECON 205</td>
<td>History of Economic Thought (5)</td>
</tr>
<tr>
<td>ECON 206</td>
<td>Gender Basics: American Women (5)</td>
</tr>
<tr>
<td>ECON 207</td>
<td>Gender, Work &amp; Society (5)</td>
</tr>
<tr>
<td>ECON 208</td>
<td>Perspectives on Gender (5)</td>
</tr>
<tr>
<td>ECON 209</td>
<td>Pornography/Gender and the State (5)</td>
</tr>
<tr>
<td>ECON 210</td>
<td>Gender &amp; Power (5)</td>
</tr>
<tr>
<td>GERM 201</td>
<td>Cultural Geography (5)</td>
</tr>
<tr>
<td>GERM 202</td>
<td>German Culture &amp; Civilization (3)</td>
</tr>
<tr>
<td>GERM 203</td>
<td>The Nobel Legacy (3)</td>
</tr>
</tbody>
</table>
Courses:

Institutional Graduation Requirements

Artistic Process and Creation (APC) (6-20 credits in at least two disciplines)

- HIST 101 Western Civilization to 1500 (5)
- HIST 102 Western Civilization 1500+ (5)
- HIST 111 World History to 1500 (5)
- HIST 112 World History Since 1500 (5)
- HIST 201 US History (5)
- HIST 202 US History (5)
- HUM 341 German Culture & Civilization (3)
- HUM 346 The Nobel Legacy (3)
- MA 260 Foundations Mass Media (4)
- POLS 101 American National Government (5)
- POLS 150 Political Economy of Sport (5)
- POLS 200 Comparative Politics (5)
- POLS 221 International Relations (5)
- POLS 340 Politics & Media (5)
- POLS 350 Public Policy (5)
- PSY 201 General Psychology (5)
- PSY 202 General Psychology (5)
- PSY 231 Human Sexuality (3)
- PSY 311 Lifespan Development (5)
- PSY 330 Emotion (5)
- SOC 204 General Sociology (5)
- SOC 205 General Sociology: Problems (5)
- SOC 344 Selling the News (2)
- SOC 345 Media/Politics/Propaganda (5)
- SOC 350 Pornography/Gender and the State (5)
- SOC 360 Gender & Power (5)
- SOC 370 Environment & Society (5)
- SPAN 338 Culture & Civilization of Spain (4)
- SPAN 339 Culture & Civilization in Latin America (4)
- SPAN 350 Spanish History Through Film & Literature (4)
- SSCI 115 Democracy, Freedom & the American Ideal (5)
- THEA 112 Introduction to Theatre: Production (3)
- THEA 150 Acting I (4)
- THEA 214 Introduction to Theatre: Dramatic Literature (3)
- THEA 225 Scene Design (3)
- THEA 249 Musical Theatre Performance (3)
- THEA 250 Acting II (4)
- THEA 256 Fundamentals of Stage Combat (3)
- THEA 264 Stagecraft (3)
- THEA 265 Stage Lighting (3)
- THEA 266 Fundamentals of Costuming (3)
- THEA 267 Fundamentals of Stage Makeup (3)
- THEA 344 Costume Design (3)
- THEA 345 Advanced Costume Design (3)
- THEA 360 Playwriting for Stage (3)
- WR 131 Exploratory Prose Writing (4)
- WR 241 Introduction Imaginative Writing (3)
- WR 242 Introduction Creative Non-Fiction Writing (3)
- WR 243 Screenwriting Fundamentals (3)
- WR 248 Intro to Writing in the Genres (3)

Up to 15 credits from the following categories may count toward 60 credit General Education Core:

- Gateway (GTW)
  - COM 111 Interpersonal Communication (3)
  - COM 112 Public Speaking (3)
  - CORE 101 Integrated Studies Seminar (3)
  - CORE 102 Gateway Seminar (3)
  - HONR 201 Honors Orientation Seminar (3)
  - HUM 112 Introduction American Language & Culture (4)
  - HUM 113 Topics American Language & Culture (4)
  - HUM 114 Global Perspectives/American Language & Culture (4)
  - LIB 127 Information Access (3)
  - PHIL 103 Critical Thinking (5)
  - WR 121 Expository Prose Writing (4)
  - WR 122 Argumentative Writing (4)
  - WR 123 Research Writing (4)

10. Complete the University Writing Requirement

Eastern Oregon University is strongly committed to the view that writing aids in learning and that writing skills are key to professional success. The University Writing Requirement (UWR) requires that students receive attention to writing throughout their studies and that students demonstrate their mastery of discipline-specific writing. To this end, all students must complete the following:

- First-year writing courses required by placement,

- One lower-division UWR writing-intensive course identified by each major.

- Two upper-division UWR writing-intensive courses as identified by each major.

Outcomes for lower-division UWR Writing Intensive Courses:

- Students will produce at least 3,000 words (including drafts, in-class writing, informal papers, and polished papers); 1,000 words of this total should be in polished papers which students have revised after
receiving feedback and criticism.

- Students will be introduced to the discourse forms appropriate to the discipline the course represents.
- Students will write at least one paper integrating information from at least one source, employing the appropriate documentation style for the discipline represented by the course.
- Students will draft, revise, and edit their formal written work.
- Students will seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.

Outcomes for Upper Division UWR Writing Intensive Courses:
- Students will produce at least 5,000 words (including drafts, in-class writing, informal papers, and polished papers); 2,000 words of this total should be in polished papers which students have revised after receiving feedback and criticism.
- Students will practice the forms of writing and reflect upon the nature of the writing used by graduates and professionals in the discipline the course represents.
- Students will write at least one paper integrating information from more than one source, employing the appropriate documentation style for the discipline represented by the course.
- Students will draft, revise, and edit their formal written work.
- Students will seek assistance from a Writing Tutor in the Writing Lab when needed and when referred by the instructor.

Students must complete all UWR writing intensive courses with a C- or better, and UWR writing intensive courses must allocate at least 30% of the overall grade to formal writing assignments, with at least 25% of the overall grade based on evaluation of individually written papers that have been revised after feedback.

UWR writing intensive courses will address punctuation, grammar, and disciplinary documentation style, but they are primarily intended to be discipline courses which use writing tasks to help students learn the material and learn how to write effectively in the discipline.

11. Capstone Experience in the Major.
Students must complete a capstone experience in their major fields. These courses are identified in the course description sections of this catalog.

Beginning Fall 2010, students admitted to Eastern Oregon University seeking a bachelors degree will be required to complete a minimum of 5 credits of Difference, Power, and Discrimination (DPD) coursework. See your academic adviser for details.

13. Follow these credit limits.
Credits toward graduation may include the following:

A. Up to 12 credit hours in physical education activity courses, up to 12 credit hours of music activity courses (performance ensemble, MUS 195, 395) and up to 12 credit hours of INTACT courses may be applied toward degree requirements. Music majors may exceed the MUS limitation.

B. A maximum of 45 credit hours of practicum coursework numbered 109, 209, 309 or 409 may be applied toward the 180 credit hour degree requirement.

C. Up to 120 credit hours of lower division transfer coursework may be applied toward the degree requirement.

D. A combined maximum of 45 credit hours of CLEP and AP may be applied toward the 180 credit hour degree requirement.

E. A maximum of 45 credit hours of Agency Sponsored Learning (ASL) may be applied toward the 180 credit hour degree requirement.

F. A combined maximum of 60 credit hours from Assessment of Prior Experiential Learning (APEL) and Practicum may be applied toward the 180 credit hour degree requirement.

G. No more than 93 non-graded credits, such as APEL, ASL, CLEP, courses taken S/U, etc, may be applied toward the 180 credit hour degree requirement.

14. Associate of Arts and Certificate.
Associate Degrees: Minimum 90 credits, including 60 General Education credits.

Certificates: 20-45 credits, with an emphasis on development of intellectual and practical skills in a particular field of study. Fewer credits may be acceptable if there is a strong, coherent skills-based justification.

Requirements for an AA degree will consist of the following:

A. AA degrees will consist of lower-division courses focused on skills development or enhancement in a particular field of study and could serve as a building-block towards a baccalaureate degree.

B. 90 credit hours are required for an AA, with a minimum of 60 credits serving as a General Education foundation for the degree.

C. At least 23 credits must be from EOU.

D. Students must complete the coursework with a “C-” or better to count towards the AA degree, with an overall cumulative GPA of 2.0 for the degree.
Requirements for a Certificate will consist of the following:

A. Certificate programs will be focused on lower-division skills development or enhancement in a particular field of study and could serve as a building-block towards an Associate Of Arts degree.

B. A range of 20-45 credit hours are required for a Certificate, depending on the purpose and nature of the offerings.

C. At least 25% of the credits must be from EOU (for example, if the certificate requires 45 credits, the student would need to complete a minimum of 12 credits at EOU).

D. Students must complete the coursework with a “C-” or better to count towards the certificate, with an overall cumulative GPA of 2.0 for the certificate. Individual programs may impose higher standards as a condition for awarding the certificate.

15. Graduation Application.
Degree candidates may apply for graduation as early as one year in advance by submitting an application for graduation to the Registrar’s Office. The deadline for submitting an application for graduation is posted on the Registrar’s Office Web site – www.eou.edu/regis.

The graduation application goes through three final checks before the student receives an official approval letter and signed copy of the application from the Registrar’s Office. Because there may be changes from what the student and adviser agreed upon, only the signed copy of the Application for Graduation is the official document and lists all required courses necessary for graduation.

June Commencement Participation
Students who graduate Fall, Winter or Spring term of the current academic year are invited to participate in the Spring Commencement ceremony.

Students who are graduating Summer term may participate in the Spring ceremony if they are within 12 hours of completing their degree and show proof of pre-registration for those hours.
The College of Arts and Sciences is organized into divisions that deliver 15 Majors and 23 Minors and a dozen pre-professional programs. Arts and Sciences faculty are the heart of the liberal arts degrees at Eastern Oregon University, serving all students, whether they are taking on-campus, on-site or on-line courses. The faculty are deeply engaged in a learning partnership with their students, and also in laboratories, studios, theatres, music practice rooms, computing and writing facilities, and networked media all over campus and beyond.

The goal of the College of Arts and Sciences is to prepare our graduates for life in a complex society by providing each student with the opportunity to develop those characteristics that distinguish the educated citizen. The College provides students with the opportunity to develop proficiencies in the following University Learning Outcomes:

1. Breadth of Knowledge – Breadth of knowledge that inspires lifelong learning and curiosity.

2. Inquire, Create, and Communicate – Ability to effectively communicate and act upon critical and creative modes of inquiry. Ability to effectively acquire, analyze, and synthesize information.


To achieve a liberal arts and sciences mission, the College fosters and features excellence and innovation in instruction, active and collaborative learning, independent student research and creativity, outreach and distance delivery of its programs, and interdisciplinary modes of learning. College programs ensure both depth and breadth of learning. Depth is realized through intense training in a major. Breadth results from the assimilation of the substance, approach, and insights of several different disciplines through minors and general education requirements.

One of the hallmarks of an EOU education is the extent to which faculty actively involve themselves in the students’ educational process. This involvement is based on the deep learning our faculty have in their several disciplines and also on their own continuing growth and development, as they discover, create, research, and publish their contributions to the world’s knowledge. Every EOU student has the opportunity to know one of these faculty members as a personal mentor. Students have a broad array of practica and internships that will give them practical training in different settings. They will be prepared for the real world around them through real opportunities for engaged citizenship and international experiences.

The College of Arts and Sciences offers myriad opportunities for this personal attention - from the Grande Ronde Symphony to the Community Chorus, from the Chemistry Club to KEOL Radio, from collaborative art events to the Science Journal, from the herbarium to the electronic music studio, from Ars Poetica to the Indian Arts Festival. In all of these venues the faculty guide students into habits of critical and creative thinking, into effective writing and communication skills, into mastery of the venerable traditional subjects and new applications of these subjects in the world and the workplace.
PROGRAM OBJECTIVES
The Anthropology and Sociology Program offers an interdisciplinary program leading to a degree in Anthropology and Sociology with concentrations in Anthropology, Sociology, or Sociology-Social Welfare. The program prepares students desiring careers in a field requiring direct social involvement, wishing to enter anthropology, sociology or social work as a profession, or pursuing a broad liberal arts education designed to enhance their understanding of humans and their social and cultural environment. In all courses and program activities, faculty are firmly committed to the task of enhancing the learning and reasoning abilities of students and allowing them to see the problems and processes of contemporary America in the light of broader cross-cultural and social-comparative perspectives.

Students receiving a BS or BA degree in Anthropology/Sociology will be able to do the following:

- A solid foundation in the core academic disciplines of anthropology and sociology.
- A basic understanding of fundamental concepts in anthropology and sociology.
- A basic understanding of cross-cultural and intracultural perspectives.
- Ability to examine key issues affecting contemporary societies through the social science lenses of anthropology and sociology.
- Effective skills in critical thinking and discourse within the disciplines.
- Effective skills in analytical and reflective writing, and other types of appropriate writing.
- An ability to function effectively in small group work settings.
- Basic statistical and literacy skills
- General computer literacy.

LEARNING OUTCOMES
Students receiving a BS or BA degree in Anthropology/Sociology will be able to demonstrate the following:

1. Communication: Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations.
2. Inquiry: Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge, in the analysis of social, economic, and political issues.
3. Critical Thinking: Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines.
4. Civic Engagement: Identify, analyze, and address real world problems through scholarly and structured civic engagement.
5. Integrated Learning

MEANS OF ASSESSMENT
- Successful completion of required and elective course work (appropriate for each concentration), with at least a C- in every graded course counted toward the major, and a 2.00 GPA for all courses counted toward the major.
- Successful completion of the University Writing Requirement, in addition to writing-intensive courses in the major.
- Successful completion of a statistics course utilizing computers and of writing projects requiring the use of computer and word processing, demonstrating computer literacy.
- Successful completion of an appropriate senior paper, project, or practicum within one of the three concentrations, demonstrating the ability to research, practice, and/or analyze various topics within anthropology and/or sociology.
- Successful completion of the ANTH/SOC Senior Seminar demonstrating an understanding of anthropological and sociological concepts, and the ability to display and apply this understanding in a public setting of one’s peers.

To ensure that students meet the above program outcomes, they demonstrate proficiencies by means of the following (depending on the course): research papers, essays, in-class exams (essays, short answers, objective questions), take-home exams, map quizzes, group projects, individual and group presentations, library skills assignments, critical autobiographies and oral histories, production and analysis of surveys, development of formal research proposals, ethnographic observations and field-based research, reaction papers, summaries/analysis papers based on readings, quizzes, formal debates, book reviews, literature reviews, and class participation and preparedness. Each assignment is assessed by means of specific evaluative criteria.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN ANTHROPOLOGY/ SOCIOLOGY
A “C-” grade or better is required in all graded
Anthropology and Sociology courses that are used to meet program requirements. A 2.00 GPA or better in all transcripted Anthropology or Sociology courses, including both transferred courses and those taken at Eastern, is required for good standing within the program.

Students in all concentrations will be required to take a college-level statistics course of at least 4 credits with a grade of C- or better. Students must also complete a mathematics course at the 100-level or above, with a grade of "C-" or better. Each student must demonstrate computer literacy in a way appropriate to his or her individual plans and approved by the student's adviser.

ANTHROPOLGY PROGRAM
For a concentration in Anthropology, students must complete Eastern graduation requirements, and at least 65 hours in Anthropology/Sociology to include:

1. ANTH 101 Cultural Anthropology (5), and ANTH 220 Physical Anthropology (5)

2. At least 35 upper division hours in Anthropology are required, including:
   a. ANTH 356 Language and Culture (5), ANTH 360 Intro to Archaeology and Prehistory (5), ANTH 454 Anthropological History and Theory (5), and either ANTH 391 Applied Ethnographic Research (5) or ANTH 395 Archaeological Research Methods (5).
   b. ANTH 499 Senior Seminar (1)
   c. A 5 credit faculty-approved capstone such as: ANTH 401 Research and/or ANTH 405 Reading And Conference and/or ANTH 409 Practicum.
   d. An additional 9 upper division elective credits in Anthropology to reach minimum of 35 credits.

3. At least 20 hours in Sociology, including SOC 204 or SOC 205.

Total credit hours 65

SOCIOLOGY PROGRAMS
For a concentration in Sociology or Sociology/ Social Welfare, students must complete Eastern graduation requirements and at least 65 hours in Anthropology/ Sociology to include:

1. SOC 204 Gen Soc Introduction, and SOC 205 Gen Soc: Problems

2. At least 20 hours in Anthropology, including ANTH 101 Cultural Anthropology

3. At least 35 upper division hours in Sociology including: SOC 327 Introduction to Social Research SOC 454 Sociological Theory

4. A faculty-approved capstone in conjunction with the SOC 499 Senior Seminar (this 1 credit course counts in the 35 upper division hour requirement.)

5. The requirements for one of these two concentrations:

A. Sociology Concentration Students must complete a minimum of five credit hours in:
   SOC 455 Practice of Social Research (3); and
   SOC 456 Social Research Analysis (2); or, with consent of supervisor,
   SOC 401 Research (minimum 5 credits)
   (SOC455,456,401 andSOC405Reading&Conference count in the 35 upper-division hours requirement.)

B. Sociology/Social Welfare Concentration Students must complete:
   SOC 315 Foundations of Social Welfare
   SOC 420 Social Welfare Practices
   SOC 409 Social Welfare Practicum a minimum of five credit hours in or the equivalent experience in a pre-professional setting with a social welfare/ public services provider in the area. (These credits count in the 35 upper-division hours requirement.)

TYPICAL FIRST YEAR CURRICULUM
Fall
ANTH 101 Cultural Anthropology (5)
General Education or Elective Courses (10)

Winter
ANTH 220 Physical Anthropology (5)
SOC 204 General Sociology Introduction (5) or
SOC 205 General Sociology Problems (5)
General Education or Elective Courses (5)

Spring
ANTH 356 Language & Culture (5)
General Education or Elective Courses (10)

TYPICAL SECOND YEAR CURRICULUM
Fall
SOC 204 General Sociology Introduction (5) or
SOC 205 General Sociology Problems (5)
ANTH 360 Intro to Arch/Prehistory (5)
General Education or Elective Courses (10)

Winter
ANTH 220 Physical Anthropology (5)
SOC 205 General Sociology Problems (5) or
SOC 204 General Sociology Introduction (5)
General Education or Elective Courses (5)

Spring
ANTH 356 Language & Culture (5)
General Education or Elective Courses (10)

NOTE: 100 and 200 level courses in Anthropology and Sociology may be taken whenever offered in the freshman or sophomore years. (These courses need not be taken in order, for example, SOC 205 may be taken before or after SOC 204.)
TYPICAL THIRD YEAR CURRICULUM
Select courses from the following, depending upon program concentration:
Fall
ANTH 360 Intro to Arch/Prehistory
SOC 315 Foundations of Social Welfare (5)
SOC 454 Sociological Theory (5) or
ANTH 310 Selected Topics (5)

Winter
SOC 327 Introduction to Social Research (5)
ANTH 312 Native Peoples of North America (5) or
ANTH or SOC 310/410 Selected Topics (5)
SOC 338 Sociology of Family (5)
SOC 360 Gender & Power (5)

Spring
SOC 306 Social Psychology (5)
ANTH or SOC 310/410 Selected Topics (5)
ANTH 454 Anthropology History & Theory (5)
(offers every other year)
SOC 370 Environment and society (5)
SOC 345 Media, Politics and Propaganda (5)

TYPICAL FOURTH YEAR CURRICULUM
Select courses from the following, depending upon program concentration:
Fall
SOC 401 Research (5) or
SOC 405 Reading and Conference (5)
SOC 455 The Practice of Social Research (3)
SOC 454 Sociological Theory (5)
ANTH 401 Research (5) or
ANTH 405 Reading and Conference (5)
ANTH 372 Sex and Gender (5) or
ANTH/SOC 442 Religion and Violence (5)
(every other year)
ANTH/SOC 445 Inequality and Diversity (5)
(every other year)

Winter
ANTH 454 Anthropology History & Theory (5)
SOC 420 Social Welfare Practices (5)
SOC 456 Social Research Analysis(2)
ANTH 407 Seminar (5)

Spring
SOC 460 Women in Poor Countries
SOC 409 Practicum (5)
SOC 407 Capstone Symposium (1)
ANTH 499 Senior Seminar (1)
30 Elective Courses (8-10)

NOTE: 300 and 400 level courses in Anthropology and Sociology may be taken whenever offered in junior or senior years. A total of 35 upper-division hours are required for the Anthropology, Sociology, and Sociology/Social Welfare concentrations.

1. A minimum of 30 graded credits at the “C-” level or better in Anthropology and Sociology. Maintain a “C” (2.00) or better cumulative GPA in courses required for the major.
2. The above must include: a. At least 10 graded credits in each of the two disciplines. b. At least 20 graded credits in upper division.
3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

NOTE: It is recommended that a senior year integrating project be included in each minor. That project might, for example, be a paper completed as part of the regular requirements of an Anthropology or Sociology course but focusing upon some topic related to the student’s major.

ANTHROPOLOGY COURSE DESCRIPTIONS
ANTH 101- Cultural Anth*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Cross-cultural overview of human society and organization. Concept of culture, language and society, subsistence strategies, cultural ecology, kinship, religion and worldview.

ANTH 110- Selected Topics Credits: 1.00 TO 6.00

ANTH 130 - Ldrshp Strat For Comm Bldg Credits: 3.00
Students will become familiar with individual and group leadership skills, and their application in a community setting.

ANTH 210- Selected Topics Credits: 1.00 TO 6.00

ANTH 220 - Physical Anthropology*SSC Credits: 5.00
This course examines human beings as part of the animal kingdom, exploring topics like the principles and processes of evolution, genetics, living and fossil primates, the human fossil record and evolutionary history, early cultural development, and modern human diversity, including the concept of “race.” This course replaces ANTH 201. Students may not receive credit for both, but they may replace an earlier grade with a better grade in ANTH 220.

ANTH 230 - Public & Non-Prft Orgnztnl Dynmcs Credits: 3.00
Students will become familiar with processes for creating and sustaining effective and efficient non-profits, and explore the role public and non-profit organizations play in community well-being.

ANTH 310- Selected Topics Credits: 1.00 TO 6.00
Prerequisite: May be required for some topics.

ANTH 312- Natv Peoples Of N.A. Credits: 5.00
An overview of the complexity and variety of indigenous societies in North America. Includes traditional lifeways, historical developments, government policies, contemporary issues, and change. Student must have at least sophomore standing to register for this course.

ANTH 315 – Anthropology Thru Film Credits: 3.00
This course is designed to explore cultural anthropology through ethnographic and popular film. Student must have at least sophomore standing to register for this course.

MINOR IN ANTHROPOLOGY/SOCIOLOGY
This minor is also available via on-line/on-site courses.
ANTH 320- Human Adaptation*SSC Credits: 2.00
Gen Ed Core-Social Sciences
Overview of the mechanisms of human adaptation. The focus is on physiological, behavioral and cultural adaptation. A variety of human populations and how they have adapted to different environments will be discussed. Prerequisite: None, but anthropology and/or other social science courses strongly recommended. Student must have at least sophomore standing to register for this course.

ANTH 325 – Human Ecology Credits: 3.00
This course is designed to introduce the general principles of human adaptation to the environment, explore human biological and cultural adaptations through time and space, explore the scope of human diversity as well as demography and population dynamics. Student must have at least sophomore standing to register for this course.

ANTH 330- Ethnol Hntrs/Gthrers*SSC Credits: 2.00
Gen Ed Core-Social Sciences
Overview of hunting and gathering populations around the world. The lifestyle of the Alaskan Indians and Eskimos, Great Basin Indians, Mbuti Pygmies, San Bushmen, and Australian Aborigines will be discussed. Prerequisite: None, but anthropology and/or social science courses strongly recommended. Student must have at least sophomore standing to register for this course.

ANTH 335 – Culture, Health & Illness Credits: 4.00
This course is designed to introduce the cross-cultural patterns of health and illness, medical and nutritional anthropological research methods, a wide variety of medical systems and medical providers, and the impact of political systems on health. Student must have at least sophomore standing to register for this course.

ANTH 340- Frauds/Myths/Myst*SSC Credits: 2.00
Gen Ed Core-Social Sciences
A course designed to examine the scientific validity of questionable theories about the human past, and to explore and apply the techniques of scientific inquiry generally. Topics include the Piltdown Man hoax, ancient astronauts, the lost continent of Atlantis, and other pseudoscientific claims. Prerequisite: None, but anthropology and/or other social science courses strongly recommended. Student must have at least sophomore standing to register for this course.

ANTH 342 – Heritage And Museums Credits: 5.00
A course designed to provide the student with a new understanding of the place of museums, heritage sites, and tourism in human society and culture. Topics may include the many meanings of “heritage”, how tourist attractions grab and hold the attention of travelers, how museums and interpretive centers portray different items and events, what sorts of impacts heritage tourism has on local people and customs, and even how animals are displayed or utilized as performers in museums, zoos, and places like Sea World. When you complete this course, you will never approach traveling, heritage, and museums in quite the same way again. Prerequisite: Sophomore standing or above.

ANTH 344- Selling The News*SSC Credits: 2.00
Gen Ed Core-Social Sciences
Examines the commercial and alternative news media, how political bias is expressed and news is filtered, how deceptive techniques are employed within and outside the news media, and what alternative, non-commercial sources are available and accessible. The object of this course is to provide students with a framework for understanding corporate news media and its effect on political processes and public opinion. Prerequisite: SOC 205 or consent of instructor. Student must have at least sophomore standing to register for this course.

ANTH 345- Media/Politics/Prop*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Examines commercial and non-commercial news media, censorship pressures, common techniques of deception or spin, and the ways in which media consumers are susceptible to propaganda. Prerequisite: SOC 205 or consent of instructor. Student must have at least sophomore standing to register for this course.

ANTH 348- Primate Conserv & Behav Credits: 5.00
Non-human primates have been used within numerous disciplines as models for human primates to understand themselves. This extremely diverse mammal group is currently under threat by encroachment and alteration of habitat. Primatology within the discipline of Anthropology is most frequently seen as a study of primate social behavior and adaptations. This course will bring to the student a clear understanding of the importance of non-human primates to humans through four main areas of study: a) social behavior, cognition and intelligence, b) community ecology, c) diet and reproduction, and d) human-non-human primate interactions and conservation. Prerequisite: None, but lower division anthropology or sociology courses recommended. Student must have at least sophomore standing to register for this course.

ANTH 350- Primate Populations*SSC Credits: 2.00
Gen Ed Core-Social Sciences
An introduction to the living primate populations of the world. Focus is on behavior, diet, physical characteristics, and lifestyle of human and non-human primates. Prerequisite: None, but anthropology and/or other social science courses strongly recommended. Student must have at least sophomore standing to register for this course.

ANTH 354 - Sci & Psudosci In Anth Credits: 5.00
This is a course designed to help students learn to examine and evaluate the scientific validity of theories about the human present and past, and to explore and apply the techniques of scientific inquiry generally. Topics to be explored include what it means to do good science and the examination of a whole array of hoaxes, frauds, and misunderstandings found in the press, popular culture, and sometimes the scientific literature. Students will be encouraged to value and work toward scientific literacy, and to consider the affects of good and bad science on our society and everyday lives. Prerequisites: None, but students are urged to take other social science courses before or simultaneously with this one, and to have strong writing skills.
ANTH 356- Language & Culture Credits: 5.00
Introduction to anthropological linguistics: cross-cultural approaches to descriptive and comparative linguistics; primate communication and ape language studies; children’s acquisition of language; ethno-linguistics; and language and the socio-cultural construction of reality. Prerequisite: ANTH 101. Student must have at least sophomore standing to register for this course.

ANTH 360- Intro Arch/Prehist*SSC Credits: 5.00
Gen Ed Core-Social Sciences
This course focuses on an introduction to archaeological method and theory and a survey of world prehistory starting with the rise and evolution of human ancestors in eastern and southern Africa four million years ago. Next, an overview is provided of human migrations around the globe and the cultural developments associated with the transition from simple hunting and gathering bands to agriculture and complex city-states in the New and Old worlds. Prerequisite: None, but anthropology and/or other social science courses strongly recommended. Student must have at least sophomore standing to register for this course.

ANTH 364- Environmental Anthro Credits: 5.00
Global environmental problems are fueled by the burgeoning population of humans with consumptive lifestyles, resulting in dwindling natural resources. To an environmental anthropologist, the human dimensions in these and other contemporary environment problems are their main focus. Many contemporary environmental problems are due to a direct result of social processes. Through the use of the tools, methods, and insights of an anthropologist, light on these global and local problems can be shed. This course will bring to the student an understanding on how the global natural environment has been historically impacted by humans and what currently is happening in the face of globalization through research conducted by environmental anthropologists. Prerequisite: None, but students are strongly encouraged to have had previous experience with lower division courses in Anthropology or Sociology. Student must have at least sophomore standing to register for this course.

ANTH 365 – Animals Culture & Society Credits: 5.00
A course designed to explore the new and growing field of “anthrozoology”, the study of the relationships between humans and animals. Topics may include animal domestication and its impacts, the culture of pets and the pet industry, changing perceptions of and values regarding wild animals and endangered species, the culture of zoos and wildlife parks, symbolic meanings of animals, animal rights and antircutely movements, and many ethical issues pertaining to the human-animal relationship. Prerequisite: Sophomore standing or above.

ANTH 368- Tourism & Ecotourism Credits: 5.00
Tourism typically conjures up images of sand, sun and relaxation but this industry often has other meanings for host countries. Tourism is a social, cultural, political and economic phenomenon with a long history. The impacts of this global activity are enormous not only for individual countries, but also for small communities and wilderness areas. Tourism contributes to the ideas of others and to the development of strategies for state development. The course will try to bring to the student an understanding about the impact of tourism on the society, culture, economy and environment of humans around the world. Prerequisite: Non, but lower level courses in anthropology or sociology are recommended. Student must have at least sophomore standing to register for this course.

ANTH 370- Environment/Society*SSC Credits: 5.00
Gen Ed Core-Social Sciences
All human activity has consequences for the natural environment and vice versa. Yet rarely is the natural world a focus of sociological study. This course will examine the ways humans interact with their natural environments, and examine some of the consequences of those interactions, mixing theory, history and example to look at energy use, resource consumption, population growth, technology, and politics. Prerequisite: SOC 205 or ANTH 101, or consent of instructor. Student must have at least sophomore standing to register for this course.

ANTH 372- Sex & Gender Credits: 5.00
Cross-cultural perspectives on human sexuality and gender roles and relations. Constructs of masculinity, femininity and alternative genders. Anthropological overview of sex and gender in societies around the world. Prerequisite: ANTH 101. Student must have at least sophomore standing to register for this course.

ANTH 375- Anthro Of Food & Nutrition Credits: 5.00
This course is designed to provide you an introduction to the concepts and issues of the anthropological study of food and nutrition. We will explore a variety of prehistoric, historic and current issues related to food and nutrition. You will participate in a number of individual research assignments and a research project of your own choice. Student must have at least sophomore standing to register for this course.

ANTH 380- Native Peoples Oregon Credits: 5.00
Overview of the prehistoric, historic, and current lifestyle of the Burns Paiute Tribe, Confederated Tribes of Coos, Lower Umpqua, and Siuslaw Indians, Coquille Indian Tribe, Cow Creek Band of Umpqua Indians, Confederated Tribes of the Grande Ronde, Confederated Tribes of the Klamath, Confederated Tribes of Siletz Indians, confederated Tribes of Umatilla and Confederated Tribes of the Warm Springs Reservation. Student must have at least sophomore standing to register for this course.

ANTH 390- Public Archaeology Credits: 5.00
An exploration of archaeological issues at the state, federal, tribal, and private levels. Student must have at least sophomore standing to register for this course.

ANTH 391 – Applied Ethnographic Research Credits: 5.00
The focus of this class is to develop well-rounded ethnographic researchers. This will be accomplished through an analysis of ethnographic research methods, participation observation, visual ethnography, questionnaire development, and research analysis. In addition, students will have the opportunity to work on their own ethnographic project. Prerequisites: ANTH 101, ANTH 356, and junior status.
ANTH 395 – Archaeological Research Methods
Credits: 5.00
This course focuses on the processes involved with making sense out of bits of scrap, rust, bone, and other materials collected from archaeological sites. Analyzing and collecting data from artifacts and features recovered during excavations is a core step for archaeologists in learning about human behavior in the past. This course explores techniques such as lithic analysis, faunal analysis, botanical/pollen analysis, stable-isotope analysis, spatial analysis, and other types of research methods used by archaeologists to study human history through material culture. Prerequisites: ANTH 101, ANTH 220, ANTH 360, and junior status.

ANTH 401- Research Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

ANTH 405- Reading & Conference Credits: 1.00 TO 5.00
(Writing Intensive) Student must have at least junior standing to register for this course.

ANTH 407- Seminar Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

ANTH 409- Practicum Credits: 1.00 TO 10.00
Supervised experience (while enrolled in the university) designed to offer opportunity to explore career areas and learning situations through field placement that parallels one’s academic major. Student must have at least junior standing to register for this course.

ANTH 410- Selected Topics Credits: 1.00 TO 6.00
Prerequisite: May be required for some topics. Student must have at least junior standing to register for this course.

ANTH 420- Encountering The Other Credits: 2.00
A course designed to explore what it means for anthropologists, writers, and travelers to immerse themselves into another culture and encounter the “Other.” Prerequisite: None, but anthropology and/or other social science courses strongly recommended. Student must have at least junior standing to register for this course.

ANTH 424- Sacagawea:Truth&Legend Credits: 2.00
A course designed to help students explore the images of Sacagawea and other Native American women in United States history and culture. Sacagawea was the young Shoshone woman who, along with her husband and infant son, joined the Lewis and Clark expedition in North Dakota and accompanied them to the Pacific Ocean and back. We will examine how her presence on this historic journey has been reported and interpreted over the generations, and what this reveals about non-Indian Americans’ views of native women and their relationships with others, especially white men. Prerequisite: None, but students are strongly encouraged to have had previous experience with anthropology, sociology, history, or other social sciences. Also, strong writing skills. Student must have at least junior standing to register for this course.

ANTH 430- Medical Anthropology Credits: 2.00
Overview of medical anthropology methods, theories and applied applications. Emphasis on the cross-cultural aspects of human lifecycle, nutrition, stress and disease, and culture change. Prerequisite: Anthropology and/or other social science courses strongly recommended. Student must have at least junior standing to register for this course.

ANTH 435- Oregon Archaeology Credits: 5.00
This course focuses on the archaeology, prehistory, and ethnography of Oregon’s Native Americans. Discussions will focus on integrating archaeological and environmental data to illustrate how Oregon’s first peoples adapted to their natural landscapes in the Northern Great Basin and Columbia Plateau, the Willamette Valley and Southwestern Oregon, and the lower Columbia and Oregon Coast. Attention will also concentrate on archaeology as a social science and modern Native American worldviews on Oregon archaeology. Prerequisite: None, but anthropology and/or other social science courses recommended. Student must have at least junior standing to register for this course.

ANTH 440- Arch & Sustainability Credits: 5.00
This course focuses on the rise and fall of prehistoric and historic complex civilizations throughout North America, Mesoamerica, Europe, and Asia. Discussions will focus on the various cultural, social, political, economic, and environmental reasons for collapse. It is hoped that by learning about the collapse of past civilizations, we will understand more fully the sustainability of today’s complex societies. Prerequisite: Background in the Social Sciences with intensive reading and writing. Student must have at least junior standing to register for this course.

ANTH 445 - Inequality & Diversity Credits: 5.00
An exploration of how categories of difference such as race, social class, gender, sexuality and ability are constructed within U.S. society and are reinforced as systems of inequality. Why inequality occurs, what kinds of consequences follow from unequal ranking within social systems, and whether and how these systems might be changed. This course is cross listed with SOC 445. Prerequisite: SOC 204, ANTH 101, or GEND 201. Student must have at least junior standing to register for this course.

ANTH 454- Anthropological Hst/Thry Credits: 5.00
Senior level seminar examining the development of anthropological ideas and concepts. Includes key theories and individuals in the past, as well as important contemporary themes and issues in cultural anthropology, and the other subdisciplines. Prerequisites: minimum of 15 hours in Anthropology, including ANTH 101 and ANTH 356. Student must have at least junior standing to register for this course.

ANTH 460- Women In Poor Cntries* Credits: 5.00
This course examines women’s lives in less developed countries, and the forces that shape them. It is an introduction to a broad, interdisciplinary and international literature focusing on issues related to women’s work, health, education, social, economic and political status, their property rights, within local, regional, national and global contexts. The course will focus on the development of the subdiscipline, the status...
of women in various social and geographic settings, social theory, practice and some of the broad social, economic and political processes and their differential impacts upon women, and social movements, and some of the broad social, economic and political processes and their differential impacts upon women. Prerequisite: SOC 204, ANTH 101, or GEND 201, upper division standing. Student must have at least junior standing to register for this course.

ANTH 499 – Senior Seminar Credits: 1.00
Opportunity for students completing the major to demonstrate understanding of the two fields through focused projects and other culminating activities. Student must have at least senior standing to register for this course.

SOCIOLOGY COURSE DESCRIPTIONS
SOC 110 - Selected Topics Credits: 1.00 TO 6.00
Discussion-based courses on selected topics of sociological interest.

SOC 130 - Ldrshp Strat For Comm Bldg Credits: 3.00
Students will become familiar with individual and group leadership skills, and their application in a community setting.

SOC 204 - General Sociology*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An introduction to the sociological perspective on human behavior with emphasis on social location (history, culture, and social stratification), socialization, power and social interaction, inequality in social groups and understanding social change. Prerequisite: None, but college level reading and writing ability is expected.

SOC 205 - Gen Soc:Problems*SSC Credits: 5.00
Gen Ed Core-Social Sciences
The focus is on providing a sociological and critical thinking framework, allowing students to broaden their understanding of social problems, their causes and consequences, public perceptions and possible approaches to their resolution. Prerequisite: None, but college level reading and writing ability is expected.

SOC 210 - Selected Topics Credits: 1.00 TO 6.00
Discussion-based courses on selected topics of sociological interest.

SOC 218 - Death & Dying Credits: 5.00
This course introduces lifespan development and the final stages of death and dying. Students will compare and contrast historical and modern attitudes toward death and dying found in literature, rituals, religion, philosophy, film, music, medicoegal issues, and in the process clarify the attitudes and values attached to those views. The course includes a review of contemporary issues in the cultural differences in funeral and disposition of the deceased. The social practices of rituals, artificial life support, advance directives, euthanasia, hospice, suicide and other social issues will be discussed. Course concludes with an examination of the future and changing practices and sociocultural expectations.

SOC 306 - Social Psychology Credits: 5.00
Introduction to the study of social influences upon individual thought and behavior including conceptions of self, attitudes toward others, and general patterns of action and interaction.

SOC 310 - Selected Topics Credits: 1.00 TO 6.00
Discussion-based courses on selected topics of sociological interest. Prerequisite: May be required for some topics.

SOC 315 - Social Welfare Credits: 5.00
Analysis of the concept of social welfare including an introduction to the nature of government and voluntary programs and the services provided by them, as well as their theory, principles, and methods.

SOC 320 - Order & Deviance Credits: 5.00
Sociological and anthropological examination of various deviant subcultures and the social processes connected with deviant behavior. Emphasis on interaction between society and the deviant. Theory of deviance and the labeling process.

SOC 327 - Intro to Social Research Credits: 5.00
Survey of basic social research strategies with emphasis on collection and analysis of data, including its effective presentation. Prerequisites: SOC 204 and 205.

SOC 333 – Sociology Of Disability Credits: 5.00
An introduction to the field of disability studies. Examines the theories and models historically used to explain disability and the role of sociology in this history. Explores the disability rights and self-advocacy movements and significant policy initiatives that have extended civil rights to persons with disabilities. Includes discussion of Universal Design movement and the ethical consequences of genetic testing on disability. Prerequisites: None, but SOC 204, SOC 205, or GEND 201 recommended.

SOC 338 – Sociology Of Families Credits: 5.00
Historical development and ethnic diversity of family forms, cultural rituals associated with constituting families and intimate partnerships, construction of motherhood and fatherhood, care-giving relationships, and problems faced by families including division of domestic labor, divorce, domestic violence, and economic stress.

SOC 344 - Selling The News*SSC Credits: 2.00
Gen Ed Core-Social Sciences
Examines the commercial and alternative news media, how bias and distortion in news are expressed and how they affect content. The object of this course is to provide students with a framework for understanding commercial news media and their effect on political processes and public opinion. Prerequisite: None, SOC 205 recommended. Student must have at least sophomore standing to register for this course.

SOC 345 - Media/Politics/Prop*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Examines the commercial and alternative news media, how news is filtered, how deceptive techniques are used, and the ways in which media consumers are susceptible to propaganda. The course emphasizes critical thinking skills. Prerequisite: None, SOC 205 recommended. Student must have at least sophomore standing to register for this course.
SOC 350 - Pornography/Gndr&St*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Examination of the production, text and consumption of pornography in a social and political context. Student must have at least sophomore standing to register for this course.

SOC 360 - Gender & Power*SSC Credits: 5.00
Gen Ed Core-Social Sciences
A critical analysis of privilege, power and difference in relationships between women and men in the United States and in a global context. Perspectives on historical movements for gender equality, and consideration of issues of domestic and paid labor, reproduction, and violence. Assessment of gender relationships within social institutions such as family, education, religion, and the economy. Student must have at least sophomore standing to register for this course.

SOC 370 - Environment & Society*SSC Credits: 5.00
Gen Ed Core-Social Sciences
All human activity has consequences for the natural environment. Yet rarely is the natural world considered worthy of sociological study. This course examines the ways humans interact with their natural environments, and some of the consequences of those interactions, mixing theory, history and case study to look at energy use, resource consumption, population growth, technology, and politics, with a special emphasis on climate change.

SOC 401 - Research Credits: 1.00 TO 5.00
Collection, analysis, and presentation either of primary data (based on fieldwork, e.g.) or of secondary data (based on library research, e.g.). Topic choices and initial proposals for these credits are made by the students. Prerequisites: SOC 204 and 205. Student must have at least junior standing to register for this course.

SOC 405 - Reading and Conference Credits: 1.00 TO 5.00
Directed reading and writing in areas of special interest. Topic choices and initial proposals for these credits are made by the students. Prerequisites: SOC 204 and 205. Student must have at least junior standing to register for this course.

SOC 407 - Seminar Credits: 1.00 TO 5.00
Generally discussion-based courses on topics of special interest. Student must have at least junior standing to register for this course.

SOC 409 - Practicum Credits: 1.00 TO 10.00
Supervised experience (while enrolled in the university) designed to offer opportunity to explore career areas and learning situations through field placement that parallels one’s academic major. Prerequisites: SOC 204 and 205, SOC 315 and senior status. Student must have at least junior standing to register for this course.

SOC 410 - Selected Topics Credits: 1.00 TO 6.00
Discussion-based courses on selected topics of sociological interest. Prerequisite: May be required for some topics. Student must have at least junior standing to register for this course.

SOC 411 - Problems in Society Credits: 5.00
Investigation of a selected “problem” in contemporary society. Seeks impartial understanding of the conditions, causes and consequences of publicly defined “problems.” A current offering addresses the problem of peace and war. As the content topics shift, the course may be repeated. Student must have at least junior standing to register for this course.

SOC 416 - Crime & Delinquency Credits: 5.00
Sociological analysis of crime and delinquency as social problems. Study of the nature, extent and causes of crime and the roles of police, courts, and corrections. Student must have at least junior standing to register for this course. SOC 420 - Social Welfare Practices Credits: 5.00 In-depth examination of concepts and issues related to a specific target population of the social welfare system. Prerequisites: SOC 204, 205, 315, and upper division standing. Student must have at least junior standing to register for this course.

SOC 420 - Social Welfare Practices Credits: 5.00
In-depth examination of concepts and issues related to the social welfare profession. Focused on practical skills and applications. Prerequisites: SOC 204, 205, 315, and upper division standing. Student must have at least junior standing to register for this course.

SOC 442 - Religion & Violence Credits: 5.00
A study of the relationship between religion and violence in historical context and through analysis of contemporary events involving terrorism, apocalyptic sects, and sociocultural conflicts. This course is cross listed with ANTH 442. Prerequisite: SOC 204 or ANTH 101. or GEND 201. Student must have at least junior standing to register for this course.

SOC 445 - Inequality & Diversity Credits: 5.00
An exploration of how categories of difference such as race, social class, gender, sexuality and ability are constructed within U.S. society and are reinforced as systems of inequality. Investigation of the ways structures of power maintain status hierarchies and discriminatory practices. Uses social theory, empirical research, and personal accounts to examine experiences of privilege, discrimination and marginalization. Prerequisite: SOC 204, ANTH 101, GEND 201 or consent of instructor. Student must have at least junior standing to register for this course.

SOC 454 - Sociological Theory Credits: 5.00
Origin and growth of ideas leading to the development of sociology as a discipline. Study of the principal frames of reference in contemporary sociological theory. Prerequisites: A minimum of 15 hours of sociology is recommended; SOC 204 and 205. Student must have at least junior standing to register for this course.

SOC 455 - Practice Of Social Rsrch Credits: 3.00
First of a two quarter sequence. Primary focus on qualitative research methods such as fieldwork. Anthropology/Sociology major. With a primary focus on qualitative research methods, this course will be especially ethnography, historical research, and narrative analysis. Involves designing and conducting independent research designing and conducting
in various social and geographic settings, and approaches to addressing and solving problems. Prerequisite: SOC 204, ANTH 101, or GEND 201. Upper division standing required. Student must have at least junior standing to register for this course.

SOC 480 Social Movements Credits: 5.00
This course examines the social and cultural processes involved in efforts to change society using extra-institutional means. Focusing on theoretical debates, it asks why movements occur when they do, explores organizational, and recruitment strategies and tactics, the role of the state and mass media, why movements continue or decline, and their effects on society. Prerequisite: SOC 204 or SOC 205 and upper division standing, or consent of instructor. Student must have at least junior standing to register for this course.

SOC 499 – Senior Seminar Credits: 1.00
Opportunity for students completing the major to demonstrate understanding of the two fields through focused projects and other culminating activities. Student must have at least senior standing to register for this course.

Eastern Oregon University
Art

PROGRAM OBJECTIVES
Students studying art at Eastern Oregon University explore a wide range of aesthetic, critical, historical, multi-cultural, and technical art experiences. The program offers a B.A. or B.S. in Art, while encouraging students to explore cross-disciplinary art forms and practices within a strong conceptual framework. The art faculty challenge and aid all students in developing a personal aesthetic and conceptual foundation intended to drive and define their personal vision and artwork.

The depth and breadth of the Art Program within the broader liberal arts experience prepares students for professional expertise in art education and studio art with an emphasis in portfolio development intended to make students competitive for graduate school admissions and other professional endeavors in the arts.

LEARNING OUTCOMES
Students who successfully complete the requirements for a B.S. or a B.A. Degree in Art will demonstrate the following outcomes:

1. Critical and Creative Thinking: apply critical and creative thinking strategies to problem solving allowing them to demonstrate their knowledge of personal aesthetic and conceptual intentions as well as their work’s relationship to various cultural contexts and historical and contemporary cultural perspectives

2. Inquiry: foster intuition and imagination to develop intellectual curiosity and an ability to pursue self-directed problem-solving, using relevant research and expertise and appropriate materials and methodology. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual’s life

3. Applied and Integrated Learning: demonstrate an applied working knowledge of the elements and principles of design with an understanding of the relationship between conceptual intentions and formal choices. Exhibit in-depth skills in a broad range of disciplinary activities, and function professionally within the field of art

4. Communication: evidence the ability to articulate the comprehensive role of the visual arts in society, and evidence the ability to effectively communicate in both written and verbal form.

MEANS OF ASSESSMENT
Small studio classes allow for a great deal of individual attention for every art student at Eastern. The art experience is an intensive one, and the art faculty work closely with one another to maintain high levels of expectation for their students. The expectations are designed to prepare students with the practical skills necessary to function competitively within the art world.
These expectations include:
- a portfolio presentation of their own art work
- peer critiques and individual oral presentations of completed artwork;
- critiques and assessment of art work by instructors, visiting artists, and other visiting scholars;
- examinations, research papers, sketchbooks, journals, portfolios, and artist statements;
- successful completion of senior capstone exhibition and final portfolio review.

COURSE OF STUDY
The art major is developed in three stages.

Stage 1. The first two years emphasize the liberal arts General Education Core requirements as well as the development of visual literacy, providing a broad-based foundation for art students. Students in the foundation sequence of the art curriculum will focus on developing basic skills related to design techniques and materials.

Stage 2. In the third year, students apply for formal admission to the Art Program.

Stage 3. The senior year allows students the flexibility of developing a direction for their senior capstone exhibition and final portfolio review through 300-level course work and a 400-level individualized study sequence.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN ART
1. Successful admission to the Art Degree Program.

2. Satisfy the University Writing Requirement.

3. Complete the art foundation curriculum (20 cr.) with a minimum average grade of “S” or “C-“: ART 101 Foundations of Visual Literacy, ART 120 Design I, ART 130 Drawing I, ART 220 Design II, and ART 227 Graphics.

4. Complete the Art History requirements (9 cr.): ART 204, 205 and 206 Art History I, II and III.

5. Additional Core Requirements
Complete a minimum of 12 credits including at least one course from each of the broad areas of study, 2-D and 3-D:

ART 225 Color Theory (4)
ART 230 Drawing II (4)
ART 240 Intro to Printmaking (4)
ART 243 Intro to Screen Printing (4)
ART 280 Beginning Painting (4)
ART 260 Beginning Photography (4)
ART 270 Beginning Ceramics (3-D) (4)
ART 290 Beginning Sculpture (3-D) (4) or ART 291 Beginning Sculpture (3-D) (4)

6. Complete at minimum 20-24 upper division credits that relate to your degree plan:

ART 310 Special Topics in Ceramics, Painting, Drawing, Printmaking, Sculpture, Photography/Videography (1-6)
ART 330 Life Drawing (4)
ART 340 Intermediate Printmaking (4)
ART 343 Intermediate Screen Printing (4)
ART 344 Digital Processes in Printmaking (4)
ART 360 Advanced Photography (4)
ART 364 Digital Photography (4)
ART 365 Videography (4)
ART 366 Studio Photography (4)
ART 370 Intermed Ceramics: Wheel Throwing (4)
ART 371 Ceramic Sculpture (4)
ART 380 Advanced Painting (4)
ART 391 Advanced Sculpture (4)
ART 392 Form and Function (4)
ART 393 Metal Casting (4)

7. Complete ART 307 Junior Seminar and ART 409 Practicum (1 cr.).

8. Complete the Senior Capstone Series (9cr.): ART 407 Senior Seminar, ART 408 Professional Practices, and ART 411 Senior Exhibition.

9. Complete at least 9 credits of ART 426 Independent Study.

10. Complete all art courses with an “S” or “C-“ grade or better, with a cumulative GPA of 2.00 or better.

11. Complete Eastern Oregon University graduation requirements.

12. Computer Literacy Requirement – Eastern art students will demonstrate an ability to perform word processing and basic graphic competency. A selected list of software includes Microsoft Word, Photoshop, Illustrator, Quark, and Power Point.

13. For a Bachelor of Art, each student must complete two years of a foreign language.

14. For a Bachelor of Science and for a Bachelor of Art, each student must complete one college-level math course.

15. A maximum of 90 hours in art may be applied toward the BS and the BA.

TYPICAL FIRST YEAR CURRICULUM
Fall
ART 101 Foundations of Visual Literacy (4)
General Education and non-art Elective Courses (12)

Winter
ART 130 Drawing I (4)
General Education and non-art Elective Courses (12)

Spring
ART 120 Design I (4)
General Education and non-art Elective Courses (12)

TYPICAL SECOND YEAR CURRICULUM

Fall
ART 204 Art History I (3)
ART 227 Graphics (4)
Any 200-level studio course (must take one from each concentration) (4)
General Education and non-art Elective Courses (5)

Winter
ART 205 Art History II (3)
ART 220 Design II (4)
Any 200-level studio course (must take one from each concentration) (4)
General Education and non-art Elective Courses (5)

Spring
ART 206 Art History III (3)
ART 225 Color Theory (4)
Any 200-level studio course (must take one from each concentration) (4)
General Education and non-art Elective Courses (5)

TYPICAL THIRD YEAR CURRICULUM

Fall
Choose one 300-level studio course from concentration (4)
ART 409 Practicum (1)
General Education and non-art Electives (10)

Winter
*Admission into Degree Program
ART 307 Junior Seminar (3)
Choose one 300-level studio course from approved list (4)
General Education and non-art Electives (6)

Spring
Choose one or two 300-level studio courses from approved list (8)
General Education and non-art Electives (10)
*Program admission is strongly recommended no later than winter or spring term of the junior year.

TYPICAL FOURTH YEAR CURRICULUM

Fall
ART 407 Senior Seminar (3)
ART 426 Individual Studies (3)
General Education and non-art Electives (10)

Winter
ART 426 Individual Studies (3)
ART 408 Professional Practices (2)
General Education and non-art Elective Courses (10)

Spring
ART 426 Individual Studies (3)
ART 411 Senior Exhibition (3)
General Education and non-art Elective Courses (10)

MINOR IN ART
A minimum of 40 credits in art with minimum average grades of “S”, “C-”, or better, of which 15 credits must be upper division.

Required Courses: 12 credits to include
ART 101 Foundations of Visual Literacy (4)
ART 120 Design I (4) and
ART 130 Drawing I (4)

Electives:
Choose 3 courses from the following 200 level courses:
Studio Art course 200 level on-site/on-line (1-3)
ART 210 Selected Topics (1-4)
ART 220 Design II (4)
ART 225 Color Theory (4)
ART 227 Graphics (4)
ART 230 Drawing II (4)
ART 240 Intro to Printmaking (4)
ART 260 Beginning Photography (4)
ART 270 Beginning Ceramics (4)
ART 280 Beginning Painting (4)
ART 290 Beginning Sculpture (4) or
ART 291 Beginning Sculpture (4)

Choose 4 courses (16 cr.) from the following 300 level courses:
ART course 300 level on-site/on-line (1-3)
ART 310 Selected Topics (1-4)
ART 330 Life Drawing (4)
ART 340 Intermediate Printmaking (4)
ART 341 Printmaking: Intaglio (4)
ART 342 Lithography (4)
ART 343 Intermediate Screen Printing (4)
ART 360 Advanced Photography (4)
ART 364 Digital Photography (4)
ART 365 Videography (4)
ART 370 Intermed Ceramics: Wheel Throwing (4)
ART 371 Ceramic Sculpture (4)
ART 380 Advanced Painting (4)
ART 390 Expanded Arts (4)
ART 391 Advanced Sculpture (4)
ART 426 Individualized Studies (1-3)

2. Although not required, ART 206 Art History III, is strongly recommended as well as an Art Seminar: ART 307 or 407.

3. A minimum of “C-” or better is required for each course counting toward the minor, with a cumulative GPA of 2.00 required for completion of the minor.

4. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

ART COURSE DESCRIPTIONS
ART 101 - Found of Visual Lit*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
This course is designed to increase visual literacy through explorations of aesthetic and conceptual trends in the visual arts of historical and critical importance. Field trips, workshops, visiting artists and lectures are a component of this course.
ART 110 - Selected Topics Credits: 1.00 TO 6.00

ART 120 - Design I*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
In-depth studio investigations into the elements and principles of design using a variety of media.

ART 130 - Drawing I*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
A drawing course emphasizing gesture and linear draftsmanship, value relationships and composition through visual observation.

ART 204 - Art History I*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A general survey of world art movements from the Paleolithic through the Medieval periods. Components of the course may include slide lectures, readings, presentations, and creative projects. Prerequisite: None. HIST 101 and ART 101 recommended.

ART 205 - Art History II*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A general survey of world art movements from the Renaissance through the Eighteenth century. Components of the course may include slide lectures, readings, papers, presentations, and creative projects. Prerequisite: None. HIST 101 and ART 101 recommended.

ART 206 - Art History III*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A general survey of world art movements from the Nineteenth century through today. Components of the course may include slide lectures, readings, papers, presentations, and creative projects. Prerequisite: None. HIST 101 and ART 101 recommended.

ART 210 - Selected Topics Credits: 1.00 TO 6.00

ART 220 - Design II*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
Explorations and further investigations into design elements and principles as applied to creative problems. Prerequisite: Non; ART 120 recommended.

ART 225 - Color Theory Credits: 4.00
In-depth studio investigations in the properties and attributes of color.

ART 227 - Graphics*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
This course involves the application of studies in design and visual communication with emphasis on design process for prepress application. This computer intensive studio course explores digital photography, typography, and illustration. Prerequisite: None. ART 101 and 120 recommended.

ART 230 - Drawing II*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
Further explorations in line and value using various media. The human figure will be emphasized in this class. Prerequisite: None; ART 130 recommended.

ART 240 - Intro to Printmaking*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
Introduction to fine art printmaking through a studio practice using both traditional and contemporary methods. Emphasis on applying technical skill to individual conceptual development. This course will be offered with a rotating emphasis on relief, intaglio, lithography, and monotype. Prerequisite: None; ART 101 and ART 130 recommended.

ART 243 Intro to Screen Printing Credits: 4.00
Gen Ed Core-Artistic Process & Creation
This course provides an introduction and beginning exploration of the latest developments in non-toxic digital, and photo serigraphy printing techniques. Course will include use of drawing materials, photo imaging, and digital imaging techniques. Prerequisite: None. ART 101 and 120 recommended.

ART 260 - Beg Photography*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
An introduction to photography as a medium of creative expression. Major emphasis is on learning the film camera, processing film, and enlarging prints. 35mm camera with manually adjustable apertures and shutter speeds required. Automatic cameras are not acceptable. Prerequisite: None. ART 101, 120 or 130 recommended.

ART 261 - Beg Digital Photography* APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
This course is an introduction to digital photography as a means of creative expression. Major emphasis is on manual controls of the digital camera as well as basic manipulation of images in the digital darkroom. Digital camera with manual controls is required. Digital SLR cameras are preferred. Automatic cameras are not acceptable.

ART 270 - Beg Ceramics*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
An introduction to the use of clay as applied to the design and construction of utilitarian forms. Major emphasis is on developing hand building skills and wheel throwing techniques. Instruction in the basic understanding of clay bodies, glazes, decoration and firing of high-fire stoneware ceramics. Prerequisite: None. ART 130 recommended.

ART 280 - Beginning Painting*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
The objective of this course is to provide the beginning painting student with a fundamental understanding of the application of a plastic medium. The focus of the studio investigations will be to manipulate space on a 2D surface through a variety of techniques. Projects will be augmented with demonstrations, pertinent slide/film presentations, in-class studies, and critiques. Prerequisite: ART 130 or consent of instructor.

ART 285 – Intermediate Painting Credits: 4.00
The objective of this course is to provide the intermediate painting student with a broader understanding of the application of a plastic medium. The focus of the studio...
investigations will be to manipulate space on a 2D surface through a variety of techniques. Projects will be augmented with demonstrations, pertinent slide/film presentations, in-class studies, and critiques. Prerequisite: ART 280.

ART 290 - Beginning Sculpture*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
Introductory course emphasizing additive, subtractive, and casting approaches to sculpture. Prerequisite: None. ART 101 or 120 recommended.

ART 291 - Begin Sculpture*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
Introductory course emphasizing additive, subtractive, fabricating and casting approaches to sculpture. Prerequisite: None. ART 101 or 120 recommended.

ART 307 – Junior Seminar Credits: 3.00
Advanced theory and contemporary criticism studied in relation to the broader field of art as well as to each student's own body of artwork. Components of this course may include reading, writing, discussion and critiques. Prerequisite: Junior standing and ART 101 or consent of instructor. Student must have at least junior standing to register for this course.

ART 310 - Selected Topics Credits: 1.00 TO 6.00

ART 321 - Digital Design*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
The objectives of the course will be to explore design through the use of digital technologies. Aesthetic, technical, and conceptual considerations will be the focus of this course. Student must have at least sophomore standing to register for this course.

ART 330 - Life Drawing Credits: 4.00
Basic artist's anatomy with progressively expressive approaches to drawing the human figure. May be repeated once. Prerequisite: ART 101, 130 or consent of instructor.

ART 335 - Collage as Refuge*APC Credits: 2.00
Gen Ed Core-Artistic Process & Creation
Studio course working with visual and written language, the elements of design, and the principles of organization. Emphasizes skills, concepts, and problem solving in the area of two dimensional visual thinking as relating to written and visual observation. The resulting project will be expressed in a creative work involving art and language. The studio emphasis will be in the medium of collage. Both abstract and realistic approaches to the visual imagery as inspired by the written word, emotional/mental response, and visual observation will be explored. Student must have at least sophomore standing to register for this course.

ART 340 - Intermediate Printmaking Credits: 4.00
An in depth exploration of multiple-plate printing techniques with an emphasis on developing personal creative interests and content. Students will explore traditional, contemporary, and experimental methods. This course will be offered with a rotating emphasis on intaglio, relief, screen printing, lithography, and monotype. May be repeated twice for credit. Prerequisite: ART 240 or ART 243.

ART 343 - Intermediate Screen Printing Credits: 4.00
This course provides an in-depth exploration of the latest developments in non-toxic, digital and photo serigraphy printing processes with an emphasis on developing individual content. Course will include exploration of drawing materials, photo imaging, and digital imaging techniques. May be repeated twice. Prerequisite: ART 240 or ART 243.

ART 344 Digital Processes In Printmaking Credits: 4.00
This course provides an in-depth exploration of the latest developments in non-toxic, digital and photo serigraphy printing processes with an emphasis on developing individual content. Course will include exploration of drawing materials, photo imaging, and digital imaging techniques. May be repeated twice. Prerequisites: ART 227, ART 240 or ART 243.

ART 360 - Adv Photography Credits: 4.00
A further exploration of the potentials of the medium. Improvement of basic skills and introduction to more advanced techniques. Development of the student's own imagery. May be repeated twice. Prerequisite: ART 260 or consent of instructor.

ART 363 - Photojournalism Credits: 4.00
Photography technique and theory as they relate to journalism. Prerequisite: ART 260 or consent of instructor. Student must have at least sophomore standing to register for this course.

ART 364 - Digital Photography Credits: 4.00
This is an advanced course in color photography using the digital darkroom. Prerequisite: ART 260 or consent of instructor. Student must have at least sophomore standing to register for this course.

ART 365 - Videography Credits: 4.00
An introductory course in Video from the artist's perspective. Includes an exploration of the creative and technical possibilities of time using the video journal.

ART 366 – Studio Photography Credits: 4.00
Photographic composition and lighting techniques needed for artists working with artificial lighting sources. Prerequisite: ART 260.

ART 370 - Intermediate Ceramics: Wheel Throwing Credits: 4.00
An in-depth investigation into the wheel throwing techniques and construction methods of making high fire stoneware pottery. Instruction in glaze mixing and testing. Some discussion of wheel and kiln construction and kiln firing. May be repeated twice. Prerequisite: ART 270 or consent of instructor. Student must have at least sophomore standing to register for this course.

ART 371 - Ceramic Sculpture Credits: 4.00
An in-depth study of ceramic sculpture. Application of handbuilding techniques for construction of sculpture. Lectures on clay body formulation, glaze application, mold
making methods, and slides on contemporary sculpture. Personalized concepts and aesthetics emphasized. Demonstrations in the use of the potter’s wheel as a tool for making forms to be used in sculpture. May be repeated twice. Prerequisite: ART 270 or consent of instructor. Student must have at least sophomore standing to register for this course.

ART 380 - Adv Painting Credits: 4.00
An intermediate to advanced level course. Assumes experience with basic tools, materials and techniques of painting in at least one medium. Provides further opportunity to investigate the possibilities of manipulating space on a 2D surface through a variety of technique and media. May be repeated twice. Prerequisite: ART 101 and 280 or consent of instructor.

ART 390 - Expanded Arts*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A multi-disciplinary exploration of art media, art history, criticism, and aesthetics and their potential for inclusion in the K-8 classroom. Prerequisite: ART 101 recommended.

ART 391 - Adv Sculpture Credits: 4.00
The further examination of aesthetic, technical, and conceptual considerations. This course will focus on casting and fabrication with an emphasis placed on expression and personal vision. May be repeated twice. Prerequisite: ART 290 or ART 291 or consent of instructor.

ART 392 – Form & Function Credits: 4.00
This class will investigate the inherent relationship between form and function with a focus on contemporary furniture and architectural form. Prerequisites: ART 101, 120 required, ART 290 or 291 recommended.

ART 393 – Metal Casting Credits: 4.00
This class is designed to introduce the student to the varied and challenging technical processes associated with making objects by casting molten metal. Because metal casting is by nature a very technical and complicated process, much of our class time will be devoted to developing the necessary related material and manual skills as well as the essential problem-solving competencies inherent in foundry work. Prerequisites: ART 101 required, ART 290 recommended.

ART 405 - Reading & Conference Credits: 1.00 TO 4.00
Student must have at least junior standing to register for this course.

ART 407 - Senior Seminar Credits: 3.00
Advanced theory and contemporary criticism studied in relation to the broader field of art as well as to each student’s own body of artwork. Components of this course may include reading, writing, discussion and critiques. Prerequisite: ART 207 or 307. Student must have at least junior standing to register for this course.

ART 408 - Professional Practices Credits: 3.00
Organizing and mounting exhibitions. Portfolio and resume development. Prerequisite: Admission to Program. Student must have at least junior standing to register for this course.

ART 409 - Practicum Credits: 1.00 TO 12.00
Student must have at least junior standing to register for this course.

ART 410 - Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

ART 411 - Senior Exhibition Credits: 3.00
A senior show is a requirement that completes the art student’s tenure at Eastern Oregon University. This show will be composed of a selection of the finest work completed during studio study. Prerequisite: ART 407, 408, Senior standing and Admission to Art Program. Student must have senior standing to register for this course.

ART 426 - Individualized Study Credits: 1.00 TO 3.00
Provides opportunity for the student to acquire additional depth and personal achievement in any art area beyond what is supplied by usual course offerings. Major emphasis on the development of dialoging on personalized aesthetics and concepts. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

ART 501 - Research Credits: 1.00 TO 6.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 502 - Independent Study Credits: 1.00 TO 15.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 506 - Special Problems; Proj Credits: 1.00 TO 15.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 507 - Seminar Credits: 1.00 TO 15.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 508 - Workshop Credits: 1.00 TO 6.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 509 - Practicum Credits: 1.00 TO 15.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 510 - Selected Topics Credits: 1.00 TO 6.00
Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

ART 708 - Workshop Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.
PROGRAM OBJECTIVES
The Biochemistry program degree was created to meet the demand for students who are interested in working at the interface between biology and chemistry. This is a very exciting and rapidly growing field because of its many applications in biotechnology, physiology, genetics, cancer research, and the health sciences in general. The program is designed to prepare students for a broad range of career possibilities in teaching, research, industry, and the health professions.

LEARNING OUTCOMES
Biochemistry graduates will have a foundational knowledge of chemistry comparable to a chemistry degree recipient, as well as an understanding of biological systems at the molecular level. They will be able to apply pertinent chemical/biochemical knowledge to the solution of diverse scientific, environmental, and social problems in the following learning outcomes:

1. Content Knowledge: Students will understand the basic chemical/biochemical principles and content in the major specialty areas, which include inorganic, organic, physical, analytical, and biochemistry.

2. Applied Learning Skills: Students will acquire safe chemical/biochemical laboratory practices and techniques including the use of instrumentation and computers.

3. Inquiry and Integrated Learning: Students will be able to design and conduct chemical/biochemical research with appropriate documentation including literature searches.

4. Communication and Critical Thinking: Students will understand the importance of the discipline to modern society and be able to communicate chemical/biochemical information both orally and in writing to their peers and the public.

MEANS OF ASSESSMENT
To assess students learning, the faculty will employ traditional evaluation techniques such as homework assignments, quizzes, examinations, and evaluation of laboratory experiments. The American Chemical Society (ACS) offers standardized exams in every field of chemistry, including biochemistry, and these will be administered to our students upon completion of their coursework to see how they compare to national averages. In addition, a service learning component will be incorporated in selected courses. Finally, students will be required to fulfill two capstone projects. One will be an independent undergraduate research project under the supervision of a chemistry faculty member and the second will be a seminar that will conclude with the student’s oral and written presentation to the faculty and to his/her peers. We anticipate that most biochemistry students will also present their research at national meetings of scientific societies, such as the ACS.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE DEGREE IN BIOCHEMISTRY
1. Complete Eastern graduation requirements with at least a “C-” in every listed course required for the Biochemistry degree and have a grade point average of 2.00 or better.

2. Complete a minimum of 55 credit hours in chemistry, of which 40 or more must be 300 or 400 level courses, as required below.

3. Complete a minimum of 33 credit hours in biology, of which 18 or more must be 300 or 400 level courses, as required below.

4. Complete a minimum of 20 credit hours in related mathematics and science areas as required below.

5. The designated capstone courses are CHEM 401 and CHEM 407.

6. A minimum of 15 Chemistry credits must be from EOU.

Chemistry Requirements
CHEM 204, 205, 206 General Chemistry (15)
CHEM 320 Analytical Chemistry (3)
CHEM 321 Analytical Chemistry Laboratory (2)
CHEM 334 Organic Chemistry I (4)
CHEM 335 Organic Chemistry II (4)
CHEM 336 Organic Chemistry III (4)
CHEM 338 Organic Chemistry I Laboratory (1)
CHEM 339 Organic Chemistry II Laboratory (1)
CHEM 340 Physical Chemistry (4)
CHEM 401 Research (1) (Capstone)
CHEM 407 Seminar (1) (Capstone)
CHEM 421 Instrumental Analysis (3)
CHEM 422 Instrumental Analysis Laboratory (2)
CHEM 450 Structural Biochemistry (4)
CHEM 451 Metabolic Biochemistry (4)
CHEM 454 Biochemistry Laboratory (2)

Biology Requirements
BIOL 211, 212, 213 Principles of Biology (15)
BIOL 341, 342 Genetics (8)
BIOL 431 Cell Structure and Function (5)
BIOL 323 General Microbiology (5) or
BIOL 432 Animal Physiology (5) or
BIOL 433 Plant Physiology (5)

Related Area Requirements
MATH 251, 252 Calculus (8)
PHYS 201, 202, 203 General Physics (12) or
**TYPICAL FIRST YEAR CURRICULUM**

**Fall**
- CHEM 204 General Chemistry (5) [1]
- MATH 251 Calculus (4) [2]
- General Education or Elective Courses (10) [3]

**Winter**
- CHEM 205 General Chemistry (5) [1]
- MATH 252 Calculus II (4) [2]
- General Education or Elective Courses (10) [3]

**Spring**
- CHEM 206 General Chemistry (5)
- General Education or Elective Courses (10) [3]

**TYPICAL SECOND YEAR CURRICULUM**

**Fall**
- CHEM 334 Organic Chemistry I (4)
- BIOL Principles of Biology (5)
- General Education or Elective Courses (3) [3]

**Winter**
- CHEM 335 Organic Chemistry II (4)
- CHEM 338 Organic Chemistry I Laboratory (1)
- BIOL 212 Principles of Biology (5)

**Spring**
- CHEM 336 Organic Chemistry III (4)
- CHEM 339 Organic Chemistry II Laboratory (1)
- BIOL 213 Principles of Biology (5)
- General Education or Elective Courses (5) [3]

**TYPICAL THIRD YEAR CURRICULUM**

**Fall**
- BIOL 341 Genetics (4)
- CHEM 320 Analytical Chemistry (3)
- CHEM 321 Analytical Chem Lab (2)

**Winter**
- CHEM 401 Research (1)

**Spring**
- BIOL 342 Genetics (4)
- PHYS 202 or 222 General Physics II (4/5) [4]
- General Education or Electives (7)

**TYPICAL FOURTH YEAR CURRICULUM**

**Fall**
- CHEM 407 Seminar (1)
- CHEM 450 Structural Biochemistry (4)
- CHEM 454 Biochemistry Laboratory (2)
- BIOL 431 Cell Structure and Function (5)
- General Education or Electives Courses (3) [3]

**Winter**
- CHEM 421 Instrumental Analysis (3)
- CHEM 422 Instrumental Analysis Laboratory (2)
- CHEM 451 Metabolic Biochemistry (4)
- BIOL 323 General Microbiology (5) or
- BIOL 432 Animal Physiology (5) or
- BIOL 433 Plant Physiology (5)

**Spring**
- General Education or Elective Courses (14) [3]

Note:
- [1] Students not meeting admission requirements in CHEM 204, 205 should enroll in CHEM 101, 102.
- [2] Students may need to enroll in lower level math sequence as determined by an Eastern evaluation.
- [3] Selected to meet general education requirements.
- [4] Students choosing to take PHYS 221-223 are advised to take the courses in their sophomore year.

Refer to CHEMISTRY and BIOLOGY programs for course descriptions.
PROGRAM OBJECTIVES
The Biology program offers two options for specialization in the field of biology, one in ecological and organismal biology and one in molecular biology. Both degree options provide knowledge of the biological sciences necessary for students pursuing careers, graduate study, or professional study for which a baccalaureate degree is appropriate. The courses provide knowledge needed by students in related fields, such as nursing, secondary education, wildlife, agriculture, and forestry, as well as providing knowledge desired by students majoring in other disciplines both within and outside of the College of Arts and Sciences. Other objectives include emphasizing to students the importance of experience and proficiency in several sciences related to biology, especially chemistry and physics; helping students develop and use precise, critical and independent thought; increasing students’ perception, understanding, and appreciation of themselves and their environment; creating in students an awareness of and interest in the role of biological sciences in meeting social and economic needs; and to make available to residents of Eastern Oregon the individual and combined resources of the biology faculty.

LEARNING OUTCOMES
1. Breadth of Content Knowledge in Biology: Students will master the basic foundational content in the field of biology and apply it to critical analysis and creative application of that content.

2. Creative Inquiry: Students will demonstrate the ability to design (create) and conduct experiments to answer biological questions. This process is based upon the tenets of the scientific method.

3. Integrated Learning through Critical Thinking: Students will integrate their knowledge (content) of biology, chemistry, physics, and social systems through critical analysis of ecosystems, biological evolution, and the biotechnological revolution.

4. Community/Civic Engagement: Students will learn to engage in and apply scientific inquiry to conservation activities that involve the wider regional community.

In addition, all students completing a major in biology will be able to:
- Demonstrate an understanding of general chemistry, organic chemistry, general physics, mathematics, and statistics.
- Demonstrate knowledge of fundamental organism structure, function, and systematics.
- Demonstrate an understanding of the central role evolution plays in all areas of biology.
- Utilize the principles of Mendelian genetics and basic molecular biology to think critically and solve problems.
- Demonstrate an understanding of basic ecology.
- Demonstrate the ability to gather, analyze, and interpret data and report it as a research paper.

Beyond the general outcomes attained by every biology student, the graduates of each concentration will gain specific topical knowledge related to either organismal/ecological biology or molecular biology.

Organismal/Ecological Biology
Environmental chemistry, plant taxonomy, various organisms, and a variety of ecosystems.

Molecular Biology
Microbiology, neurobiology, physiology, cell structure/function, interactions of pathogens with hosts, and molecular aspects of gene expression.

MEANS OF ASSESSMENT
Students will be assessed using a number of criteria. First, all students completing a biology major must do so with an overall minimum GPA of 2.00 and no grade lower than a “C-” in required biology courses. Second, students must complete all homework, writing assignments, exams, and other assigned work as required for each course. Third, students will be required to demonstrate problem-solving and critical-thinking skills in a wide variety of upper division lecture and lab courses. Finally, students will be required in several mandatory courses to research and summarize current research both in the primary literature and in review articles.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN BIOLOGY
1. Complete Eastern Oregon graduation requirements.

2. Complete Core Biology Requirements:
   - BIOL 211/212/213 Prin of Biol + lab (15) or BOT 201/202/203 Plant Biology (15) or BOT 201/202 and BIOL 334 Plant Biol, Plant Tax (15) or BIOL 211 and BOT 202 and BIOL 334 (15)
   - BIOL 341/342 Genetics + lab (8)
   - BIOL 357/358 General Ecology (5)
   - BIOL 490 Evolution (3)

3. Complete Core Chemistry Requirements:
   - CHEM 204/205/206 General Chemistry + lab (15)
   - CHEM 334/335 Organic Chemistry (8)

4. Complete Core Math and Physics Requirements:
   - PHYS 201 General Physics* (4)
   - MATH 241 Survey of Calculus ** (4)
5. Complete one of the following concentrations:

**BIOLOGY CONCENTRATION**

**MOLECULAR BIOLOGY (36)**
PHYS 202 General Physics (4)
CHEM 336 Organic Chemistry (4)
BIOL 323 General Microbiology (5)
BIOL 345 Molecular Biology (3)
BIOL 411 or BIOL 445 Virology (3) or Immunology (3)
BIOL 366 or BIOL 428 Biological Microscopy (3) or Genes & Development (3)
BIOL 431 Cell Structure and Function (5)
BIOL 432 Animal Physiology (5)
BIOL 462 Cellular Neurobiology (3)

**ECOLOGICAL AND ORGANISMAL BIOLOGY (28)**
Required
CHEM 360/361 Environmental Chemistry + lab (5)
BIOL 334 Plant Taxonomy (5)

Ecological Options: (Choose two courses)
BIOL 313 Riparian Biology (2)
BIOL 350 Behavioral Ecology (4)
RNG 421 Wildland Restoration Ecology (4)

Organismal Biology Options: (Choose a minimum of 12 credits)
BIOL 317 Vertebrate Structure (5)
BIOL 318 Vertebrate Structure (5)
BIOL 320 Ornithology (2)
BIOL 321 Mammalogy (2)
BIOL 322 Herpetology (5)
BIOL 323 General Microbiology + lab (5)
BIOL 347 Invertebrate Zoology (5)
BIOL 360 Neuroethology (3)
BIOL 421 Agrostology (4)
BIOL 432 Animal Physiology (5)
BIOL 435 Plant Physiology (5)

If Plant Taxonomy is taken as part of the principles series, then it must be replaced with an organismal course. This class cannot be double counted; students must still take an additional 12 credits from the organismal list.

6. Obtain a minimum of "C-" in all required biology, math, and chemistry courses. Obtain a minimum GPA of 2.00 for all biology courses.

*Based upon placement test scores, prerequisites MATH 111 and MATH 112 may be required.

**Based upon placement test scores, prerequisite MATH 111 may be required.

**TYPICAL FIRST YEAR CURRICULUM FOR MOLECULAR BIOLOGY CONCENTRATION**

Fall
BIOL 211 Principles of Biology (5) [1]

**TYPICAL SECOND YEAR CURRICULUM**

Fall
BIOL 341 Genetics
CHEM 334 Organic Chemistry I (4)
General Education or Elective Courses (8) [3]
Organism Course (5) – optional

Winter
BIOL 342 Genetics
CHEM 335 Organic Chemistry II (4)
Organism Course (5)
General Education or Elective Courses (8) [3]

Spring
BIOL 345 Molecular Biology
CHEM 336 Organic Chemistry III (4)
Organism Course (2-5)
BIOL 357 Ecology (4)
BIOL 358 Ecology Lab (1)
General Education or Elective Courses (13) [3]

**TYPICAL THIRD YEAR CURRICULUM**

Fall
STAT 243 Elementary Statistics (4)
BIOL 445 Immunology (3) [4]
BIOL 431 Cell Structure and Function (5)
General Education Courses [3]

Winter
STAT 352 Statistics (4)
General Education Courses [3]

Spring
BIOL 357 Ecology (4)
BIOL 358 Ecology Laboratory (1)
BIOL 366 Biological Microscopy (3) [5]
General Education Courses [3]

**TYPICAL FOURTH YEAR CURRICULUM**

Fall
BIOL 428 Genes and Development (3) [5]
CHEM 450 Structural Biochemistry (4) [6]
General Education Courses [3]

Winter
CHEM 451 Metabolic Biochemistry (4) [6]
Note:

[1] Must have completed or be concurrently enrolled in a college level chemistry sequence.

[2] Students not meeting admission requirements to CHEM 204, 205 should take appropriate level math and general education courses and perhaps CHEM 101, 102, 103.

[3] Selected to meet general education requirements or to meet biology program mathematics requirement.

[4] Only one of these classes (BIOL 445/BIOL 411) is required to satisfy the concentration. These two classes are taught on an alternating year basis.

[5] Only one of these classes (BIOL 428/BIOL 366) is required to satisfy the concentration. These two classes are taught on an alternating year basis.

[6] Recommended

TYPICAL FIRST YEAR CURRICULUM FOR ORGANISMAL AND ECOLOGICAL BIOLOGY
Fall
BIOL 211 Principles of Biology (5) [1]
CHEM 204 General Chemistry (5) [2]
General Education Courses [3]
MATH 111 (4)

Winter
BIOL 212 Principles of Biology (5) [1]
CHEM 205 General Chemistry (5) [2]
General Education Courses [3]
MATH 112 (4)

Spring
BIOL 213 Principles of Biology (5) [1]
CHEM 206 Qualitative Analysis (5) [2]
General Education Courses [3]
Math 241 (4)

TYPICAL SECOND YEAR CURRICULUM
Fall
CHEM 334 Organic Chemistry I (4)
WR 121 Expository Prose Writing (4)
GEOL 315 GIS (2) [4]

Winter
CHEM 335 Organic Chemistry II (4)
Organismal options
General Education Courses [3]

Spring
Organismal options

TYPICAL THIRD YEAR CURRICULUM
Fall
STAT 243 Elementary Statistics (4)
BIOL 341 Genetics (4)
Organismal options

Winter
STAT 352 Statistics (4)
General Education Courses [3]
BIOL 342 Genetics (4)

Spring
BIOL 357 Ecology (4)
BIOL 358 Ecology Laboratory (1)
BIOL 334 Plant Taxonomy (5)
General Education Courses [3]

TYPICAL FOURTH YEAR CURRICULUM
Fall
PHYS 201 Introduction to Physics (5)
Ecological options
General education courses

Winter
Ecological options
General education courses

Spring
BIOL 490 Evolution (3)
Ecological options
General education courses

Note:

[1] Must have completed or be concurrently enrolled in a college level chemistry sequence.

[2] Students not meeting admission requirements to CHEM 204, 205 should take appropriate level math and general education courses and perhaps CHEM 101, 102, 103.

[3] Selected to meet general education requirements or to meet biology program mathematics requirement.

[4] Recommended

REQUIREMENTS FOR THE MINOR IN BIOLOGY
This minor is also available via on-line/on-site.

1. A minimum of 30 graded credit hours in biology, including at least 15 upper division hours, selected from the following:

a. One of the following introduction sequences:
   BIOL 211, 212, 213 Principles of Biology (15) or
   *BOT 201, 202, 203 Plant Biology (15) or
   *BOT 201, 202, BIOL 334 Plant Tax (15) or
   *BIOL 211, BOT 202, BIOL 334 (15)

b. At least one organism course, such as:
**BIOL 312** Amphibians & Reptiles Of The World (4)
**BIOL 317** Vertebrate Structure (5)
**BIOL 318** Vertebrate Structure (5)
**BIOL 320** Ornithology (2)
**BIOL 321** Mammalogy (2)
**BIOL 322** Herpetology (5)
**BIOL 323** General Microbiology (5)
{**BIOL 334** Plant Taxonomy (5)
**BIOL 347** Invertebrate Zoology (5)
**BIOL 421** Agrostology (4)

*If BOT 202 and BIOL 334 are taken as the introductory sequence, then BIOL 334 and BIOL 421 cannot be used to satisfy this requirement.*

c. At least one principles course, such as:
**BIOL 319** Perspectives On Animal Behavior (3)
**BIOL 341** Genetics (4)
**BIOL 342** Genetics (4)
**BIOL 345** Molecular Biology (3)
**BIOL 350** Behavioral Ecology (4)
**BIOL 357** General Ecology (4)
**BIOL 411** Virology (3)
**BIOL 428** Genes & Development (3)
**BIOL 431** Cell Structure and Function (5)
**BIOL 432** Animal Physiology (5)
**BIOL 433** Plant Physiology (5)
**BIOL 445** Immunology (3)
**BIOL 462** Cellular Neurobiology (3)

2. A grade of “C-” or better in each course counting toward the minor. Obtain an overall GPA of 2.00 for all biology courses counting toward the minor.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

4. A maximum of 3 Practicum/Field Placement may be applied to the 30 credits.

**Requirements for Molecular Biology Concentration:**
Complete the following courses in addition to the Biology Core:
**PHYS 202** General Physics II (4)
**CHEM 336** Organic Chemistry III (4)
**BIOL 323** Microbiology (5)
**BIOL 345** Molecular Biology (3)
**BIOL 411** Virology (3)*
**BIOL 445** Immunology (3)*
**BIOL 428** Genes and Development (3)*
**BIOL 366** Biological Microscopy (3)*
**BIOL 431** Cell Structure and Function (5)
**BIOL 432** Animal Physiology + lab (5) or
**BIOL 433** Plant Physiology + lab (5)
**BIOL 462** Cellular Neurobiology (4)

**BIOL 334** Plant Taxonomy (5)
**GEOL 310** Intro to GIS (5)

b. Select 7 credits from the following:
**BIOL 313** Riparian Biology (3)
**RNG 355** Desert Watershed Management (3)
**BIOL 350** Animal Behavior (4)
**RNG 421** Wildland Restoration Ecology (4)

c. Select 12 credits from the following:
**BIOL 317** Vertebrate Structure (5)
**BIOL 318** Vertebrate Structure (5)
**BIOL 320** Ornithology (2)
**BIOL 321** Mammalogy (2)
**BIOL 323** General Microbiology (5)
**BIOL 322** Herpetology (5)
**BIOL 347** Invertebrate Zoology (5)
**BIOL 360** Neuroethology (3)
**BIOL 428** Genes and Development (3)* or
**BIOL 366** Biological Microscopy (3)*
**BIOL 432** Animal Physiology (5)
**BIOL 433** Plant Physiology (5)
**BIOL 445** Immunology (3)

**Requirements for Ecological And Organismal Biology Concentration:**
a. Required Courses:
**CHEM 360/361** Environmental Chemistry (5)

**BIOL 210- Selected Topics Credits:** 1.00 TO 6.00
**BIOL 211- Prin of Biology*SMI Credits:** 5.00

Topics of current interest to students and faculty.
BIOL 234L - Intro Microbiology Lab Credits: .00
Gen Ed Core-Natural, Math & Info Sciences
Basic concepts of modern biology. Cellular chemistry, biochemistry, cell biology, and genetics. Prerequisite: Recent high school biology courses. Co-requisite: CHEM 204 (preferred) or CHEM 101.

BIOL 211L - Prin of Biology Lab Credits: .00
BIOL 212- Prin of Biology*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Basic concepts of modern biology, molecular and developmental biology, evolution, morphology and diversity of major taxonomic groups. Prerequisite: BIOL 211 and Co-requisite: CHEM 205 (preferred) or CHEM 102.

BIOL 211- Human Anat & Physiology Credits: 4.00
Introduction to the principles of human anatomy and physiology. Includes basic chemistry, cell biology, histology, nervous, integument, and skeletal, anatomy and physiology. Prerequisite: MATH 070, high school biology or chemistry is highly recommended.

BIOL 231L - Hum Anat/Phys Lab Credits: .00
BIOL 232- Human Anat & Physiology Credits: 4.00
Continuation of the principles of human anatomy and physiology. Includes the anatomy and physiology of the muscle, blood, respiratory, digestive systems and metabolism. The cat is used as an anatomical model and the student is used for the physiological portion in the laboratory segment of this course. Prerequisite: BIOL 231.

BIOL 232L - Hum Anat/ Phys Lab Credits: .00
BIOL 233- Human Anatomy & Physiology Credits: 4.00
Continuation of the principles of human anatomy and physiology. Includes the anatomy and physiology of the renal, reproductive, cardiovascular, lymphatic, sensory, and endocrine systems. The cat is used as an anatomical model and the student is used for the physiological portion in the laboratory segment of this course. Prerequisite: BIOL 232.

BIOL 233L - Human Anat & Phys Lab Credits: .00
BIOL 234- Intro Microbiology Credits: 4.00
Basic microbiology emphasizing bacteria and viruses, fungi, and protozoa, functions of the immune response in preventing and promoting disease, survey of microorganisms pathogenic to humans, laboratory methods for handling and studying bacteria. Students can not receive credit for both BIOL 234 and BIOL 244. Prerequisite: BIOL 231 & 232.

BIOL 234L - Intro Microbiology Lab Credits: .00
BIOL 235- Introductory Genetics Credits: 3.00
Must be enrolled in one of the following Major(s): Nursing/OHSU. Introduction to the principles of classical and molecular genetics using primarily human examples, with hands-on exercises demonstrating modern recombinant and molecular genetics techniques. Prerequisite: BIOL 231, 232, 233, admission to OSHU Nursing Program.

BIOL 244- Surv Medical Microbiology Credits: 4.00
This course focuses on medical aspects of microbiology and is intended for pre-nursing students. It surveys the bacteria and viruses, functions of the immune system, mechanisms of pathogenesis, a survey of microorganisms pathogenic to humans, and laboratory topics emphasizing diagnostic tests for distinguishing organisms in clinical samples. Prerequisite: BIOL 231 & 232 or equivalent Anatomy and Physiology courses.

BIOL 310- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to the general public. Prerequisites: An introductory biology sequence for majors or non-majors. Student must have at least sophomore standing to register for this course.

BIOL 310L - Biology 310L Credits: .00
BIOL 311- Creating Nature Journal Credits: 2.00
The course provides guided field experiences with instruction in a variety of techniques that may be used for observing, interpreting and documenting living organisms in the natural world. Student must have at least sophomore standing to register for this course.

BIOL 312 – Amphibians & Reptiles Of The World Credits: 4.00
A survey of the biology of amphibians and reptiles of the world, from systematic to community ecology. Three areas will be covered: (1) Systematics and Biogeography, (2) Population and community Ecology, and (3) Behavior and Physiology. Credits for this course can only be applied towards a Minor in Biology. Prerequisites: a majors level biology sequence.

BIOL 313 - Riparian Biology Credits: 2.00
This course provides a guided investigation of the important biological parameters affecting riparian systems, including streamside vegetation, water quality, and macroinvertebrate populations. Prerequisites: BIOL 211, 212, 213, or consent of instructor.

BIOL 317- Vertebrate Structure Credits: 5.00
Taxonomy, evolution, comparative anatomy, and histology of the vertebrates. Prerequisites: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

BIOL 317L - Vertebrate Struct Lab Credits: .00
Student must have at least sophomore standing to register for this course.

BIOL 318- Vertebrate Structure Credits: 5.00
Taxonomy, evolution, comparative anatomy, and histology of the vertebrates. Prerequisites: A majors-level biology
sequence and BIOL 317. Student must have at least sophomore standing to register for this course.

**BIOL 318L - Vertebrate Struct Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 319- Perspectives On Animal Behavior Credits: 3.00**
Study of animal behavior with emphasis on its evolution and function. Topics include genetic basis of behavior, communication, aggression, foraging, territoriality, mate selection, and learning. Prerequisites: A majors-level biology sequence.

**BIOL 320- Ornithology Credits: 2.00**
Taxonomy, natural history, and identification of birds, emphasizing local species. Prerequisites: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 321- Mammalogy Credits: 2.00**
Taxonomy, natural history, and identification of mammals, emphasizing local species. Prerequisites: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 322- Herpetology Credits: 5.00**
Taxonomy, natural history and identification of amphibian and reptiles emphasizing local species. Prerequisite: A majors level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 322L - Herpetology Lab Credits: .00**

**BIOL 323- General Microbiology Credits: 5.00**
Survey of prokaryotic and eukaryotic microorganisms emphasizing bacteria, viruses, protozoa, and fungi. Classification, evolution, cytology, genetics, physiology, and ecology of microorganisms; laboratory techniques for isolating, culturing, and identifying microorganisms. Prerequisite: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 323L - Gen Microbiology Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 324- Plant Taxonomy Credits: 5.00**
Principles of plant classification, collection and identification. Prerequisites: BIOL 211, 212, 213; or BIOL 101or BOT 201, BOT 202. Student must have at least sophomore standing to register for this course.

**BIOL 324L - Plant Tax Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 341- Genetics Credits: 4.00**
Classical and modern principles of genetics emphasizing experimental design and interpretation. Prerequisites: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 341L - Genetics Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 342- Genetics Credits: 4.00**
Classical and modern principles of genetics emphasizing experimental design and interpretation. Prerequisites: A majors-level biology sequence, BIOL 341, and CHEM 334. Student must have at least sophomore standing to register for this course.

**BIOL 342L - Genetics Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 343- Future Of Genetics*SMI Credits: 2.00**
Gen Ed Core-Natural, Math & Info Sciences
The course is designed to acquaint non-biology majors with important technology, methods, and major social ramifications of genetic engineering and gene cloning. The course will also focus on demystifying genetic engineering and providing a competent general understanding of the technology involved. Topics will include a background in molecular genetics, gene cloning methods, genetic engineering of crop plants and animals, genetic engineering in medicine and industry, diagnosis and treatment of human genetic diseases, and ethical and legal implications of molecular genetics. Prerequisite: Student must have at least sophomore standing to register for this course.

**BIOL 344- Molecular Biology Credits: 3.00**
Study of the maintenance, expression, and regulation of the genetic material. Topics include advanced study of replication, transcription, translation, gene regulation and expression, organization of the genome, and current methodological practices in molecular biology. Prerequisites: A majors-level biology sequence; BIOL 342.

**BIOL 347- Invertebrate Zoology Credits: 5.00**
Introduction to the comparative biology of the invertebrates with an emphasis on taxonomy, evolution, and comparative anatomy. Includes an introduction to the principles of parasitology. Prerequisites: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 347L - Invert Zoo Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**BIOL 350- Behavioral Ecology Credits: 4.00**
Evolutionary approach to the proximate and ultimate causes of behavior, including instincts and learning, sensory perception, behavioral control and organization, and the adaptiveness of behavior. Prerequisite: A majors-level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 357- General Ecology Credits: 4.00**
An introduction to the principles of ecology including organism
adaptations, population ecology, and community structure and function. Prerequisite: A majors level biology sequence. Student must have at least sophomore standing to register for this course.

**BIOL 358- General Ecology Lab Credits: 1.00**
An introduction to ecological methods, data analysis, and scientific writing. Prerequisites: STAT 243 and STAT 352. Co-requisite: BIOL 357. Student must have at least sophomore standing to register for this course.

**BIOL 360 – Neuroethology Credits: 3.00**
Animals have evolved interesting and unique ways of dealing with environmental challenges. In this course students will explore ways in which the nervous system has evolved to detect aspects of its environment and produce appropriate behavioral responses in differing environmental conditions. Topics covered include sensory and motor pathways, echolocation, animal navigation, escape responses, UV and polarized light vision, and bird song learning. Prerequisites: BIOL 212 or the Introductory Psychology sequence PSY 201 and 202.

**BIOL 366 - Biological Microscopy Credits: 3.00**
A combined lecture/research course that covers the many types of microscopy used in biological investigations. This includes: light/fluorescence microscopy, confocal microscopy, transmission and scanning electron microscopy, and atomic force microscopy. Students will learn the theory of image formation and image analysis and will prepare and image biological samples using different imaging techniques. Prerequisites: A majors-level biology sequence; CHEM 334; BIOL 341; BIOL 342; and junior class standing or permission of instructor.

**BIOL 390- Darwin & Evolution*SMI Credits: 5.00**
*Gen Ed Core-Natural, Math & Info Sciences*
Darwin’s proposal, in 1859, of natural selection as a mechanism to explain how evolution operates set in motion one of the greatest scientific and intellectual revolutions of all time. This course traces the development of this idea from before Darwin to the present day focusing on the progressive accumulation of scientific evidence supporting evolution and the continuing refinement and expansion of evolutionary theory. Today, while evolution remains controversial with certain groups, its scientific validity has been well established, and it has become the fundamental principle upon which all modern biology is based. Student must have at least sophomore standing to register for this course.

**BIOL 401- Research Credits: 1.00 TO 15.00**
Student must have at least junior standing to register for this course.

**BIOL 402- Service Learning In Biology Credits: 1.00 TO 5.00**
Students will partner with a biology faculty member and a nonprofit or government organization to complete a service project involving the biological sciences. Prerequisite: BIOL 211, 212, 213. Student must have at least junior standing to register for this course.

**BIOL 405- Reading & Conference Credits: 1.00 TO 15.00**
Student must have at least junior standing to register for this course.

**BIOL 407- Seminar Credits: 1.00 TO 15.00**
Student lectures and written papers on aspects of a broad topic of interest. Prerequisite: BIOL 211, 212, 213; or BIOL 101, BOT 202, BIOL 334. Student must have at least junior standing to register for this course.

**BIOL 409- Practicum/Internship Credits: 1.00 TO 5.00**
Students will partner with a biology faculty member and a nonprofit or government organization to complete a practicum experience in the biological sciences. Student must have at least junior standing to register for this course.

**BIOL 410- Selected Topics Credits: 1.00 TO 6.00**
Topics of current interest to students and faculty. Prerequisites: A majors-level biology sequence*. Student must have at least junior standing to register for this course.

**BIOL 410L - Lab Credits: .00**
Student must have at least junior standing to register for this course.

**BIOL 411 – Introduction To Virology Credits: 3.00**
This course is designed to provide the student with first-hand experience using modern techniques to study bacteria and viruses at the molecular level. Student will be exposed to both theoretical and laboratory-based elements of the field of virology. Reading of the primary literature will also be required. Prerequisite: BIOL 323.

**BIOL 421- Agrostology Credits: 4.00**
Classification and identification of grasses of the United States. Prerequisite: BIOL 334 or BOT 203. Student must have at least junior standing to register for this course.

**BIOL 428 – Genes And Development Credits 3.00**
Integrated study of developmental biology, developmental genetics, and evolution of development of plants and animals. Prerequisites: Majors-level Biology sequence; BIOL 341.

**BIOL 431- Cell Struct/Function Credits: 5.00**
Intensive study of the structure and function of biological systems from the molecular to the tissue level. Emphasizes the molecular biology of cells and the regulatory mechanisms for biochemical and physiological processes. Prerequisites: A majors-level biology sequence; and CHEM 334. Student must have at least junior standing to register for this course.

**BIOL 432- Animal Physiology Credits: 5.00**
Principles of animal physiology, emphasizing homeostatic control mechanisms, functional, and fundamental interrelationships between interacting systems in various invertebrate and vertebrate animals. Emphasizes research approaches. Prerequisites: BIOL 431. Student must have at least junior standing to register for this course.

**BIOL 432L - Animal Phys Lab Credits: .00**
Student must have at least junior standing to register for this course.
BIOL 433 - Plant Physiology Credits: 5.00
Physical and biochemical processes of plant functions, including water relations, photosynthesis, and growth and development. Prerequisites: BIOL 211, 212, 213; or BIOL 101 or BOT 201, BOT 202. Student must have at least junior standing to register for this course.

BIOL 433L - Plant Phys Lab Credits: .00
Student must have at least junior standing to register for this course.

BIOL 445 - Immunology Credits: 3.00
Fundamentals of immunoochemistry, cellular immunology, and immunogenetics; current applications of immunological techniques; immune system dysfunctions and immunologically-related diseases. Prerequisite: A majors level biology sequence and CHEM 334. Student must have at least junior standing to register for this course.

BIOL 462 – Cellular Neurobiology Credits 3.00
How animals detect and respond to their environment is determined by the structure and function of their nervous system. In this class, students will explore the cellular and molecular mechanisms that dictate nervous system function. Topics investigated will include generation of membrane potentials, action potentials, synaptic structure and function, neurotransmitter types and functions, cellular correlates of learning and memory, and basic neural circuitry. Prerequisites: BIOL 431. Student must be of junior standing or above to register for this course.

BIOL 490 - Evolution Credits: 3.00 (Capstone)
A capstone experience in biology providing a synthesis of the principles of biology in the context of evolutionary theory. Prerequisites: BIOL 357, 341, 342, 431, and 432 or 433. Student must have at least junior standing to register for this course.

BIOL 505 - Reading & Conference Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

BIOL 510 - Selected Topics Credits: 1.00 TO 6.00
Topics of current interest. Taught only during summer session. Prerequisites: An introductory sequence in biology; graduate standing. Student must have graduate standing to register for this course.

BOTANY COURSE DESCRIPTIONS
BOT 201 - Plant Biology I*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Introduction to plant cell structure and function. Prerequisite: None.

BOT 202 - Plant Biol II*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Comparative biology of plants. A survey of the plant kingdoms emphasizing life cycles, morphological features and anatomy. Prerequisite: BIOL 101 or BIOL 211.

BOT 203 - Plant Biology*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Vascular plant taxonomy and spring flower identification. Prerequisite: BIOL 101, 102 OR BIOL 211, 212 OR BOT 201, 202.

Eastern Oregon University
Chemistry

PROGRAM OBJECTIVES
The chemistry degree program prepares chemistry majors for graduate work in pure and applied chemistry, for employment as research chemists and chemical technicians, for entrance into schools for education in the health science and environmental fields, for governmental civil service and teaching positions.

LEARNING OUTCOMES
Chemistry graduates will be able to apply pertinent chemical knowledge to the solution of diverse scientific, environmental, and social problems in the following learning outcomes:

1. Content Knowledge: Students will understand the basic chemical/biochemical principles and content in the major specialty areas, which include inorganic, organic, physical, analytical, and biochemistry.

2. Applied Learning Skills: Students will acquire safe chemical/biochemical laboratory practices and techniques including the use of instrumentation and computers.

3. Inquiry and Integrated Learning: Students will be able to design and conduct chemical/biochemical research with appropriate documentation including literature searches.

4. Communication and Critical Thinking: Students will understand the importance of the discipline to modern society and be able to communicate chemical/biochemical information both orally and in writing to their peers and the public.

MEANS OF ASSESSMENT
To assess students learning, the faculty will employ traditional evaluation techniques such as homework assignments, quizzes, examinations, and evaluation of laboratory experiments. The American Chemical Society (ACS) offers standardized exams in every field of chemistry, including
biochemistry, and these will be administered to our students upon completion of their coursework to see how they compare to national averages. In addition, a service learning component will be incorporated in selected courses. Finally, students will be required to fulfill two capstone projects. One will be an independent undergraduate research project under the supervision of a chemistry faculty member and the second will be a seminar that will conclude with the student’s oral and written presentation to the faculty and to his/her peers. We anticipate that most biochemistry students will also present their research at national meetings of scientific societies, such as the ACS.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN CHEMISTRY
1. Complete Eastern graduation requirements with at least a “C-" in each course required for the Chemistry degree and have a grade point average of 2.00 or better.

2. Complete a minimum of 62 credit hours in Chemistry, of which 44 or more must be 300 or 400 level courses.

3. Complete a minimum of 34 credit hours in mathematics, physics, and computer science courses.

4. A minimum of 20 chemistry credit hours must be completed at Eastern Oregon University.

5. The designated capstone courses are CHEM 401 and CHEM 407.

6. Include within your planned program 96 hours in Chemistry and related areas as outlined below:

CHEMISTRY REQUIREMENTS
CHEM 204, 205, 206 General Chemistry (15)
CHEM 285 Chemical Safety (1)
CHEM 320 Analytical Chemistry (3)
CHEM 321 Analytical Chemistry Laboratory (2)
CHEM 334 Organic Chemistry I (4)
CHEM 335 Organic Chemistry II (4)
CHEM 336 Organic Chemistry III (4)
CHEM 338 Organic Chemistry I Laboratory (1)
CHEM 339 Organic Chemistry II Laboratory (1)
CHEM 401 Research (1)
CHEM 407 Seminar (1)
CHEM 421 Instrumental Analysis (3)
CHEM 422 Instrumental Analysis Laboratory (2)
CHEM 440 Thermodynamics (4)
CHEM 441 Quantum Mechanics (4)
CHEM 442 Chemical Dynamics (4)
CHEM 443 Thermodynamics Laboratory (1)
CHEM 444 Quantum Mechanics Laboratory (1)
CHEM 445 Chemical Dynamics Laboratory (1)

At least five elective credit hours to be selected from the following:
CHEM 210 Selected Topics (1-5)
CHEM 310 Selected Topics (1-5)
CHEM 360 Environmental Chemistry (4)
CHEM 361 Environmental Chemistry Laboratory (1)
CHEM 402 Service Learning In Chemistry (1-3)
CHEM 405 Reading and Conference (1-6)
CHEM 410 Selected Topics (1-6)
CHEM 411 Inorganic Chemistry (4)
CHEM 412 Inorganic Chemistry Laboratory (1)
CHEM 437 Organic NMR Spectroscopy (2)
CHEM 450 Structural Biochemistry (4)
CHEM 451 Metabolic Biochemistry (4)
CHEM 454 Biochemistry Laboratory (2)

Related Area Requirements
MATH 251, 252, 253 Calculus (12)
CS 161 Foundations of Computer Science I (4)
PHYS 221, 222, 223 General Physics with Calculus (15)
Approved electives in CS, MATH, PHYS, or STAT (3-5)
Students may not also attain a major in Biochemistry or a minor in Environmental Chemistry.

TYPICAL FIRST YEAR CURRICULUM
Fall
CHEM 204 General Chemistry (5) [1]
MATH 251 Calculus (4) [2]
General Education or Elective Courses (6) [3]

Winter
CHEM 205 General Chemistry (5) [1]
MATH 252 Calculus (4) [2]
General Education or Elective Courses (6) [3]

Spring
CHEM 206 General Chemistry (5)
MATH 253 Calculus (4) [2]
UPR
General Education or Elective Courses (6) [3]

TYPICAL SECOND YEAR CURRICULUM
Fall
CHEM 204 General Chemistry (5) [1]
MATH 251 Calculus (4) [2]
PHYS 221 General Physics I with Calculus (5) [6]
General Education or Elective Courses (1) [3]

Winter
CHEM 205 General Chemistry (5) [1]
MATH 252 Calculus (4) [2]
PHYS 222 General Physics II with Calculus (5) [6]
General Education or Elective Courses (6) [3]

Spring
CHEM 206 General Chemistry (5)
MATH 253 Calculus (4) [2]
PHYS 223 General Physics III with Calculus (5) [6]
General Education or Elective Courses (1) [3]

TYPICAL SECOND YEAR CURRICULUM
Fall
CHEM 334 Organic Chemistry I (4)
General Education or Elective Courses (11) [3]

Winter
CHEM 335 Organic Chemistry II (4)
CHEM 338 Organic Chemistry I Laboratory (1)
General Education or Elective Courses (10) [3]
TYPICAL THIRD YEAR CURRICULUM

Fall
CHEM 320 Analytical Chemistry (3)
CHEM 321 Analytical Chemistry Laboratory (2)
CHEM 401 Research (1) (Capstone)
CS 161 Foundations of Computer Science I (4)
General Education or Elective Courses (5) [3]

Winter
CHEM 421 Instrumental Analysis (3)
CHEM 422 Instrumental Analysis Laboratory (2)
General Education or Elective Courses (10) [3]

Spring
Chemistry Electives (5) [4]
General Education or Elective Courses (10) [3]

TYPICAL FOURTH YEAR CURRICULUM

Fall
CHEM 407 Seminar (1) (Capstone)
CHEM 440 Thermodynamics (4)
CHEM 443 Thermodynamics Laboratory (1)
Science/Math Electives (3-5) [5]
General Education or Elective Courses (3-6) [3]

Winter
CHEM 441* Quantum Mechanics (4)
CHEM 444 Quantum Mechanics Laboratory (1)
General Education or Elective Courses (10) [3]

Spring
CHEM 442 Chemical Dynamics (4)
CHEM 445 Chemical Dynamics Laboratory (1)
General Education or Elective Courses (10) [3]

*Only if taken under a CHEM prefix and not if taken under the prefix PHYS 321.

Note: [1] Students not meeting admission requirements in CHEM 204, 205 should enroll in CHEM 101, 102.

[2] Students may need to enroll in lower level math sequence as determined by an Eastern evaluation.

[3] Selected to meet general education requirements.

[4] Selected from CHEM 360 Environmental Chemistry; CHEM 361 Environmental Chemistry Lab; CHEM 411 Inorganic Chemistry; CHEM 412 Inorganic Chemistry Lab; CHEM 437 Organic NMR Spectroscopy; CHEM 450 Structural Biochemistry; CHEM 451 Metabolic Biochemistry; CHEM 454 Biochemistry Lab; or CHEM 410 Selected Topics.

[5] Selected from 300 or 400 level physics, mathematics, statistics, or computer science to meet the chemistry program requirements.

[6] Offered only alternate years.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN CHEMISTRY IN 3-2 CHEMICAL ENGINEERING PROGRAM

1. Students wishing to complete a Chemistry degree at Eastern Oregon University and a second degree in Chemical Engineering at Oregon State University should attend Eastern three years and then transfer to OSU for two years to complete the requirements for the Chemistry degree at Eastern and the Chemical Engineering degree at OSU.

2. Complete Eastern graduation requirements with at least a "C-" in each course required for the Chemistry degree and have a grade point average of 2.00 or better.

3. Complete the Chemistry requirements and the related area requirements for B.A. or B.S. in Chemistry, and

4. Complete MATH 321, each individual course with a grade of "C-" or better, and with a combined 2.00 GPA or better.

REQUIREMENTS FOR THE MINOR IN CHEMISTRY

1. A minimum of 30 graded credits in chemistry as follows:

   Required:
   CHEM 206 General Chemistry (5)

   Select 25 hours from the courses listed below:
   CHEM 204 General Chemistry (5)
   CHEM 205 General Chemistry (5)
   CHEM 210 Selected Topics (1-5)
   CHEM 285 Chemical Safety (1)
   CHEM 310 Selected Topics (1-5)
   CHEM 320 Analytical Chemistry (3)
   CHEM 321 Analytical Chemistry Laboratory (1)
   CHEM 334 Organic Chemistry I (4)
   CHEM 335 Organic Chemistry II (4)
   CHEM 336 Organic Chemistry III (4)
   CHEM 338 Organic Chemistry I Laboratory (1)
   CHEM 339 Organic Chemistry II Laboratory (1)
   CHEM 340 Physical Chemistry (4)
   CHEM 341 Inorganic Chemistry (4)
   CHEM 342 Inorganic Chemistry Laboratory (1)
   CHEM 401 Research (1) (Capstone)
   CHEM 402 Service Learning In Chemistry (1-3)
   CHEM 405 Reading and Conference (1-6)
   CHEM 410 Selected Topics (1-5)
   CHEM 411 Inorganic Chemistry (4)
   CHEM 412 Inorganic Chemistry Laboratory (1)
   CHEM 421 Instrumental Analysis (3)
   CHEM 422 Instrumental Analysis Laboratory (2)
   CHEM 437 Organic NMR Spectroscopy (2)
   CHEM 440 Thermodynamics (4)
   CHEM 441 or PHYS 321 Quantum Mechanics (4)
   CHEM 442 Chemical Dynamics (4)
   CHEM 443 Thermodynamics Laboratory (1)
   CHEM 444 Quantum Mechanics Laboratory (1)
   CHEM 445 Chemical Dynamics Laboratory (1)
   CHEM 450 Structural Biochemistry (4)
   CHEM 451 Metabolic Biochemistry (4)
   CHEM 454 Biochemistry Laboratory (2)

2. A minimum grade of "C-" required for each course with an
average GPA of 2.00 or more for all courses counting toward the minor.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

REQUIREMENTS FOR THE MINOR IN ENVIRONMENTAL CHEMISTRY
1. A minimum of 30 graded credits in chemistry and biology as follows:

Required:
CHEM 206 General Chemistry (5)
CHEM 320 Analytical Chemistry (3)
CHEM 321 Analytical Chemistry Laboratory (2)
CHEM 360 Environmental Chemistry (4)
CHEM 361 Environmental Chemistry Lab (1)

Select 15 hours from the courses listed below:
CHEM 204 General Chemistry (5)
CHEM 205 General Chemistry (5)
CHEM 285 Chemical Safety (1)
CHEM 421* Instrumental Analysis (3)
CHEM 422* Instrumental Analysis Laboratory (2)
BIOL 357* General Ecology (4)
BIOL 358* General Ecology Laboratory (1)

*These laboratory courses must be taken as well as the associated lecture courses to be counted as credit towards the environmental chemistry minor.

2. A minimum grade of "C-" required for each course with an average GPA of 2.00 or more for all courses counting toward the minor.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

REQUIREMENTS FOR THE CONCENTRATION IN PHYSICAL CHEMISTRY
1. A minimum of 23 graded credits in chemistry, physics, and mathematics as follows:

Required:
CHEM 440 Thermodynamics (4)
CHEM 441 Quantum Mechanics (4) and
CHEM 444 Quantum Mechanics Lab (1) or
PHYS 321 Waves & Quantum Theory (5)
CHEM 442 Chemical Dynamics (4)
CHEM 443 Thermodynamics Laboratory (1)
CHEM 445 Chemical Dynamics Laboratory (1)

Complete 3 hours from the courses listed below:
CHEM 410 Selected Topics in Physical Chemistry (1-5)
PHYS 410 Selected Topics in Chemical Physics (1-5)
MATH 321 Differential Equations (5)
PHYS 343 Experimental Techniques (5)

2. Complete concentration requirements with at least a "C-" in each listed course.

3. Students earning a minor in physics may not earn a concentration in physical chemistry.

4. Students earning a double major or double degree in chemistry and physics may not earn a concentration in physical chemistry.

CHEMISTRY COURSE DESCRIPTIONS
CHEM 101* Intro to Chem SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Service and general education course covering basic principles of general chemistry. Designed for students without previous chemistry experience. Prerequisite: MATH 095 (or equivalent, may be taken concurrently).

CHEM 101L Intro Chem Lab Credits: 0.00

CHEM 102 Intro to Chem SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Service and general education course covering basic principles of general chemistry and the elements of organic chemistry. Prerequisite: CHEM 101 (or equivalent).

CHEM 102L Intro Chem Lab Credits: 0.00

CHEM 103 Intro to Chem SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Service and general education course providing a survey of biochemistry. Prerequisite: CHEM 102 (or equivalent).

CHEM 103L Intro Chem Lab Credits: 0.00

CHEM 110- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Specific titles to be selected by the chemistry staff. Prerequisite: None.

CHEM 204- Gen Chemistry SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Principles of chemistry for chemistry/biochemistry majors and related fields: Topics covered include chemical periodicity, constructing and balancing chemical equations, stoichiometry, thermochemistry and the quantum structure of atoms. Prerequisite: High school chemistry or consent of instructor. MATH 111 (may be taken concurrently) or equivalent.

CHEM 204L Gen Chem Lab Credits: 0.00

CHEM 205- Gen Chemistry SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Principles of chemistry for chemistry/biochemistry majors and related fields: Topics covered include Lewis structures, VSEPR theory, gas laws, interparticular forces, colligative properties, and chemical kinetics. Prerequisite: CHEM 204 or consent of instructor. MATH 112 or equivalent recommended.

CHEM 205L Gen Chem Lab Credits: 0.00

CHEM 206- General Chemistry SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Chemistry of selected metallic, non-metallic elements, and the semi-micro qualitative analysis of those elements. Chemical equilibrium of inorganic systems is also discussed. Prerequisite: CHEM 205 or equivalent.
CHEM 206L - Gen Chemistry Lab Credits: .00

CHEM 210- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Specific titles to be selected by the chemistry staff. Prerequisite: Sophomore standing or consent of instructor.

CHEM 285- Chemical Safety Credits: 1.00
A course that emphasizes current, safe practices in the undergraduate chemical laboratory. Designed for students in chemistry and related fields. Provides training in the safe use and disposal methods for chemicals, for containers of chemicals, and in the handling of specialized equipment required for doing chemistry. A required course for our laboratory assistants. Prerequisite: None, but undergraduate experience in chemistry recommended.

CHEM 310- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Specific titles to be selected by the chemistry staff. Prerequisite: Junior standing or consent of instructor.

CHEM 320- Analytical Chemistry Credits: 3.00
Fundamental principles of quantitative analysis with emphasis on selected gravimetric and volumetric methods. An introduction to instrumental methods is included. Prerequisite: CHEM 206 or equivalent. Student must have at least sophomore standing to register for this course.

CHEM 321- Analytical Chem Lab Credits: 2.00
Quantitative analytical laboratory experiments with emphasis on volumetric and a limited number of instrumental methods. Prerequisite: CHEM 320 or concurrent. Student must have at least sophomore standing to register for this course.

CHEM 334- Organic Chem I Credits: 4.00
Introductory study of the molecular structure, chemical properties and reaction mechanisms of organic substances. Includes problems in organic synthesis. Prerequisite: CHEM 205 or equivalent. Student must have at least sophomore standing to register for this course.

CHEM 335- Organic Chem II Credits: 4.00
Studies of the molecular structure, chemical properties and reaction mechanisms of organic compounds. Includes problems in organic synthesis. Prerequisite: CHEM 334 or equivalent. Student must have at least sophomore standing to register for this course.

CHEM 336- Organic Chem III Credits: 4.00
Studies of the molecular structure, chemical properties and reaction mechanisms of organic and biochemical substances. Prerequisite: CHEM 335 or equivalent. Student must have at least sophomore standing to register for this course.

CHEM 338- Organic Chem I Lab Credits: 1.00
Selected techniques of organic analysis, separation and synthesis. Offers experience in performing organic reactions and in using instruments that pertain to organic compounds. Prerequisite: CHEM 334 or equivalent; Co-requisite: CHEM 335. Student must have at least sophomore standing to register for this course.

CHEM 339- Organic Chem II Lab Credits: 1.00
Selected techniques of organic and biochemical analysis, separation and synthesis. Offers experience in performing organic and biochemical reactions and in using apparatuses and instruments that pertain to organic and biochemistry. Prerequisite: CHEM 335 and 338 or equivalent; Co-requisite: CHEM 336. Student must have at least sophomore standing to register for this course.

CHEM 340- Physical Chemistry Credits: 4.00
The study of physical chemistry from a biochemical perspective. Emphasis on important physical chemistry problems relevant for biochemistry and related majors. Topics covered include thermodynamics, chemical kinetics and spectroscopy. Prerequisite: CHEM 206, MATH 252 or MATH 241, PHYS 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

CHEM 341- Environmental Chemistry Credits: 4.00
Introduction to environmental chemistry covering both fundamental chemical principles and societal implications. Emphasis will be placed on air chemistry and air pollution, chemistry of natural waters and water pollution, soils and sediments, and toxicity of organic and inorganic chemicals. Prerequisite: CHEM 206. Student must have at least sophomore standing to register for this course.

CHEM 361- Environmental Chem Lab Credits: 1.00
Laboratory work will cover aspects of sampling, instrumental and automated analysis, and regulatory requirements. Prerequisite: CHEM 360 or concurrent.

CHEM 401- Research Credits: 1.00 TO 3.00
(Capstone) Individual research project selected with and supervised by a member of the chemistry faculty. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

CHEM 405- Reading and Conference Credits: 1.00 TO 6.00
Individual or small group study of a chemistry topic not included in the regular curriculum, supervised by a member of the chemistry faculty. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

CHEM 407- Seminar Credits: 1.00
(Capstone) Individual student selected topics in chemistry are researched thoroughly. This accumulation of research data is then presented in both a professional research paper and an oral presentation. Prerequisite: Senior class standing or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 410- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Specific titles to be selected by the chemistry staff. Prerequisite: Senior standing or consent of instructor. Student must have at least junior standing to register for this course.
CHEM 411- Inorganic Chem Credits: 4.00
Chemical bonding, symmetry, coordination chemistry, molecular orbitals, solid state and materials chemistry, descriptive chemistry of transition metals. Prerequisite: CHEM 206. Student must have at least junior standing to register for this course.

CHEM 412- Inorganic Chem Lab Credits: 1.00
Survey of laboratory techniques to study inorganic molecules through synthesis, characterization, and model construction. Prerequisite: CHEM 206; Co-requisite: CHEM 411. Student must have at least junior standing to register for this course.

CHEM 421- Instrumental Analysis Credits: 3.00
The theory and practice of analytical chemistry as applied to instrumental methods of analysis. Advantages and limitation of instrumental methods will be discussed. Prerequisite: CHEM 320, PHYS 203 or 223 recommended. Student must have at least junior standing to register for this course.

CHEM 422- Instrumental Analysis Lab Credits: 2.00
Laboratory experiments focus on instrumental methods of analysis, optimization of instrumental parameters and data analysis. Prerequisite: CHEM 421 or concurrent. Student must have at least junior standing to register for this course.

CHEM 437- Organic NMR Spectroscopy Credits: 2.00
An advanced lecture and laboratory based course focused on the operation of NMR instrumentation and the interpretation of organic compound NMR spectroscopic results. Prerequisite: CHEM 336 and CHEM 339 or equivalent, or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 440- Thermodynamics Credits: 4.00
The study of chemical systems from thermodynamics, equilibrium and phase rule perspectives. Prerequisite: CHEM 206 and MATH 253 or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 441- Quantum Mechanics Credits: 4.00
Introduction to classical waves. Development of the formalism of quantum mechanics. Study of important quantum mechanical models including the harmonic oscillator and the hydrogen atom. Prerequisite: PHYS 223, CHEM 206 and MATH 253 or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 442- Chemical Dynamics Credits: 4.00
Kinetic theory of gases, chemical kinetics in the gas phase and solution phase, reaction mechanisms, symmetry elements, and other physical chemistry topics. Prerequisite: CHEM 206 and MATH 253 or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 443- Thermodynamics Lab Credits: 1.00
Selected experiments to exemplify topics in thermodynamics. Prerequisite: CHEM 440 or concurrent. Student must have at least junior standing to register for this course.

CHEM 444- Quantum Mechanics Lab Credits: 1.00
Selected experiments to exemplify topics in quantum mechanics. Prerequisite: CHEM 441 or concurrent enrollment. Student must have at least junior standing to register for this course.

CHEM 445- Chemical Dynamics Lab Credits: 1.00
Selected experiments to exemplify topics in chemical dynamics. Prerequisite: CHEM 442 or concurrent enrollment. Student must have at least junior standing to register for this course.

CHEM 450- Structural Biochemistry Credits: 4.00
The structures and functions of the major classes of biologically important molecules, and the study of enzyme kinetics and catalysis. Prerequisite: CHEM 336 or equivalent, or consent of instructor. Student must have at least junior standing to register for this course.

CHEM 451- Metabolic Biochemistry Credits: 4.00
Exploration of metabolic pathways in living organisms from a chemical perspective. Specific topics, discussed at the molecular level, are selected from, but not limited to the following: Anabolic and catabolic pathways, electron transport, proton pumping, ATP production and biosignaling. Prerequisite: CHEM 450 Structural Biochemistry. Student must have at least junior standing to register for this course.

CHEM 454- Biochemistry Lab Credits: 2.00
Introduction of standard biochemical laboratory techniques and their application to solving biochemical and biochemically-related problems. Prerequisite: CHEM 450 or equivalent or consent of instructor. Student must have at least junior standing to register for this course.
PROGRAM OBJECTIVES
Students in the Computer Science/Multimedia Studies program prepare for a future in software development and the use of computer technology to solve complex problems. An initial core of classes introduces students to general principles of programming and multimedia development. Upon completion of the core students choose either a concentration in computer science, scientific and statistical computing, or multimedia studies.

Students in the computer science concentration will learn to design and develop software systems for industrial, scientific, and commercial applications. They will acquire an understanding of computer operating systems, programming, data structures and algorithms, and systems analysis. Graduates will be prepared to work in the private or public sectors as programmers, analysts, or software engineers, or to proceed to advanced study.

The statistical and scientific computing concentration focuses on applications development for chemistry, physics, biology and biochemistry along with newer disciplines such as geographic information systems, bioinformatics, genomics and business intelligence systems. Students in the SSC concentration are encouraged to minor in Mathematics.

Students completing a degree in the multimedia studies concentration will be prepared to design and develop interactive multimedia products for use in education, industry, or the non-profit sector. These graduates will be able to design and assemble CD, DVD, or Web delivered titles, and will be prepared to work in publishing, training support, or many other areas.

LEARNING OUTCOMES
All program graduates will demonstrate achievement in the following areas:

1. Content Knowledge: demonstrate factual and conceptual grasp of the field of computing.

2. Integrated Learning and Communication: demonstrate the ability to incorporate learned skills design, develop, and evaluate software systems of varying complexity to meet desired user requirements;

3. Problem Solving: demonstrate proficiency in using one or more industry-standard programming languages and markup and scripting languages to solve problems;

4. Inquiry, Critical Thinking, and Analysis: demonstrate ability to apply conceptual knowledge for analysis and problem solving;

5. Teamwork and Civic Engagement: demonstrate teamwork ability to work collaboratively with end users and other developers;

MEANS OF ASSESSMENT
The outcomes for each class will be clearly stated on the syllabus. Assessments for courses will address both the conceptual and applied aspects of the class. Means of assessment include projects, quizzes and exams. The objectives for projects and other assigned work tie directly into course outcomes.

In addition to course-level assessment, the program provides for assessment of the students' abilities to integrate concepts from the entire spectrum of coursework. Each student is required to develop a capstone project prior to graduation. The precise nature of the capstones vary according to specific student interests, but generally include the complete design documents for a software product and the finished product itself.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE & BACHELOR OF ARTS IN COMPUTER SCIENCE / MULTIMEDIA STUDIES
(Foreign language proficiency is a requirement for the B.A. degree.)

In addition to General Education requirements, B.S. and B.A. degree candidates for Computer Science/Multimedia Studies should complete a total of 71-81 credit hours. A grade of "C-" or better is required for each course. A minimum overall GPA of 2.00 for all courses is required for completion of the degree.

Required core courses for CS or MM concentration (for B.A. and B.S.) (23-34 Credits)
- CS 121 Introduction to Software Development (1)
- CS 161 Foundations of CS I (4)
- CS 162 Foundations of CS II (4)
- CS 370 User Interface Design (3)
- MM 225 Introduction to Multimedia Development (3)
- MM 252 Intro Web Authoring (3)
- MM 315 Multimedia Design (3)
- CS 401 or MM 401 Capstone (1-6)
- CS 407 or MM 407 Seminar (1-6)

Computer Science concentration requires the following courses in addition to the core (32 credits). Choose at least 3 credits of upper division CS classes.
- CS 221 C/C++ Programming (4)
- CS 248 Unix Programming (3)
- CS 260 Data Structures (4)
CS 311 Operating Sys (3)
CS 318 Algorithm Analysis (4)
CS 335 Networking and Network Administration (4)
CS 344 Systems Analysis (3)
CS 360 Object-Oriented Programming With C++ (4)
CS 330 Database Management Systems (3 4)

The Computer Science concentration requires the following related area requirements (16 credits)
MATH 231 Discrete Math (4)
MATH 251 Calculus I (4)
MATH 252 Calculus II (4)
MATH 341 Linear Algebra (4)

Elective courses for the Computer Science track (choose from below) (4 credits)
CS 310 Special Topics (1-5)
CS 321 Computing Theory (3)
CS 380 Software Engineering (4)
CS 381 Programming Languages (4)
CS 409 Practicum (1-12)
CS 410 Special Topics (1-5)
CS 427 Numerical Computation (3)
CS 428 Web Architecture and Programming (4)

The Statistical and Scientific Computing concentration requires the following courses in addition to the core (17 credits):
CS 221 C/C++ Programming (4)
CS 248 Unix Programming (3)
CS 260 Data Structures (4)
CS 427 Numerical Computation (3)
CS 330 Database Mgmt System (4)

The Scientific and Statistical Computing concentration requires the following related area courses (33 credits hours):
MATH 231 Discrete Mathematics (4)
MATH 251, 252, 253 Calculus I, II, III (12)
MATH 341 Linear Algebra (4)
STAT 327 Statistics & Exp. Design (5)
MATH 361 Probability and Statistics (4)
MATH 462 Applied Regression Analysis (4)

Note: Students in the SSC concentration are encouraged to complete a Math minor by adding MATH 382 Structure of Number Systems.

The Multimedia concentration requires the following courses in addition to the core (18 credits):
MM 319 Multimedia Programming (3)
MM 327 Introduction to Computer Graphics Applications (3)
MM 350 Multimedia Theory (3)
MM 352 Intermediate Web Authoring (3)
MM 419 Advanced Multimedia Programming (3)
MM 452 Advanced Web Authoring (3)

Multimedia concentration requires the following related area requirements (16 hours)
ART 120 Design (4)
ART 227 Graphics (4)
MATH 112 Pre calculus (4)
MATH 231 Discrete Math (4)

Elective courses required for the Multimedia concentration (choose from below) (12 credits) (May include a maximum of 15 cr. hours selected from CS electives list)
ENG 195 Introduction to Film (4)
MM 310 Selected Topics (1-5)
MM 360 3-D Graphics & Animation (3)
MM 364 Film Production (3)
MM 366 Video Post-Production (3)
MM 409 Practicum (1-12)
MM 410 Selected Topics (1-5)
MM 420 Multimedia Simulation (3)
WR 243 Screen Writing Fundamentals (4)
WR 330 The Electronic Word (3)

TYPICAL FOUR YEAR CURRICULA FOR COMPUTER SCIENCE AND MULTIMEDIA STUDIES CONCENTRATIONS
Please refer to http://www.eou.edu/artsci/checksheets/#majors for current 4 year plans.

CS Concentration Option One: Student places into MATH 251

TYPICAL FIRST YEAR CURRICULUM
Fall
CS 121 Introduction to Software Development
CS 161 Foundations of CS I
MATH 251 Calculus I
General Education (3–6 credits)

Winter
CS 162 Foundations of CS II
MATH 252 Calculus II
General Education (4–7 credits)

TYPICAL SECOND YEAR CURRICULUM
Fall
CS 221 C/C++ Programming
MATH 231 Discrete Math
MM 225 Intro. MM Develop.
General Education (3–6 credits)

Winter
CS 248 UNIX Programming
MATH 251 Calculus I
General Education (6–8 credits)

TYPICAL THIRD YEAR CURRICULUM
Fall
CS 330 Database Mgmt System (4)
MATH 341 Linear Algebra (4)
MM 252 Intro Web Authoring
General Education (3–6 credits)

Winter
CS 248 UNIX Programming
General Education (6–8 credits)

Spring
CS 335 Networking
General Education (9–12 credits)
Electives (3–6 credits)

Winter
CS 360 Object Oriented Prog.
General Education (6 credits)
Electives (3–6 credits)

Spring
CS 311 Operating Systems
CS 330 Database Mgmt
CS 370 Interface Design
General Education (6 credits)
Electives (3–6 credits)

TYPICAL FOURTH YEAR CURRICULUM
Fall
General Education (6 credits)
Electives (3–6 Credits)

Winter
CS/MM 407 Seminar
General Education (3–6 credits)
Electives (3–6 credits)

Spring
CS 401 Capstone
General Education (3–6 credits)
Electives (6–9 credits)

CS Concentration Option Two: Student places into
MATH 111

TYPICAL FIRST YEAR CURRICULUM
Fall
CS 121 Introduction to Software Development
MATH 251 Calculus I
General Education (7–10 credits)

Winter
CS 161 Foundations of CS I
MATH 111 Algebra
General Education (4–7 credits)

Spring
CS 162 Foundations of CS II
MATH 112 Precalculus
MM 225 Intro. MM Develop.
General Education (3-5 credits)

TYPICAL SECOND YEAR CURRICULUM
Fall
CS 221 C/C++ Programming
CS 260 Data Structures
MATH 251 Calculus I
MM 252 Intro to Web Authoring
MM 315 Multimedia Design

Winter
CS 248 UNIX Programming
MATH 252 Calculus II
General Education (6-8 credits)

Spring
CS 335 Networking
MATH 231 Discrete Math
General Education (3-4 credits)

TYPICAL THIRD YEAR CURRICULUM
Fall
CS 318 Algorithm Analysis
CS 344 Systems Analysis
MATH 261 Linear Algebra
General Education (6 credits)

Winter
CS 360 Object Oriented Prog.
General Education (6 credits)
Electives (3–6 credits)

Spring
CS 311 Operating Systems
CS 370 Interface Design
CS 330 Database Mgmt
General Education (6 credits)
Electives (3–6 credits)

TYPICAL FOURTH YEAR CURRICULUM
Is the same as for CS Concentration Option One

Statistical and Scientific Computing Concentration

TYPICAL FIRST YEAR CURRICULUM
Fall
CS 121 Introduction to Software Development
CS 161 Foundations of CS I
MATH 251 Calculus I
General Education (6 credits)

Winter
CS 162 Foundations of CS II
MATH 252 Calculus II
General Education (7 credits)

Spring
CS 260 Data Structures
MATH 231 Discrete Math
MATH 253 Calculus III
General Education (4 credits)

TYPICAL SECOND YEAR CURRICULUM
Fall
CS 221 C/C++ Programming
MM 252 Intro Web Authoring
MATH 341 Linear Algebra
MM 225 Intro to Multimedia Develop
General Education (2 credits)

Winter
CS 248 Unix Programming
Electives (4-6 credits)
General Education (6-8 credits)

Spring
STAT 327 Stat & Exp Design
Elective (4-5 credits)
General Education (6-7 credits)

TYPICAL THIRD YEAR CURRICULUM
Fall
MM 315 Multimedia Design
Electives (6 credits)
General Education (6 credits)

Winter
Electives (7-8 credits)
General Education (7-8 credits)

Spring
CS 330 Database Management
Electives (6 credits)
General Education (6 credits)

TYPICAL FOURTH YEAR CURRICULUM
Fall
MATH 361 Probability & Statistics
Electives (5-6 credits)

Winter
MATH 462 Applied Regression
CS 407 Seminar
Electives (9 credits)

Spring
CS 401 Capstone
Electives (9-14 credits)

Multimedia Concentration

TYPICAL FIRST YEAR CURRICULUM
Fall
CS 121 Introduction to Software Development
MM 225 Introduction to MM Development
MATH 111 Algebra
General Education (3-6 credits)

Winter
CS 161 Foundations of CS I
MATH 112 Precalculus
General Education (3-6 credits)

Spring
CS 162 Foundations of CS II
MATH 231 Discrete Math
General Education (4-6 credits)

TYPICAL SECOND YEAR CURRICULUM
Fall
MM 252 Intro Web Authoring
MM 315 Multimedia Design
General Education (5-8 credits)

Winter
ART 120 Design
ART 227 Graphics
Electives (3-6)
MM 319 MM Programming

General Education (6-8 credits)

Spring
CS 260 Data Structures
Elective (3 credits)
General Education (3-5 credits)

TYPICAL THIRD YEAR CURRICULUM
Fall
Electives (3-6 credits)
General Education (6-12 credits)

Winter
MM 327 Introduction to Computer Graphics
MM 350 Multimedia Theory
Electives (3-6) credits
General Education (6-9 credits)

Spring
CS 370 Interface Design
Electives (6-9 credits)
General Education (6-9 credits)

TYPICAL FOURTH YEAR CURRICULUM
Fall
MM Electives (3–6 credits)
General Education (6-8 credits)

Winter
CS/MM 407 Seminar
MM Electives (3–6 credits)
General Education (3–6 credits)

Spring
MM 401 Capstone
General Education (3–6 credits)
Electives (6–9 credits)

MINOR IN COMPUTER SCIENCE
The Computer Science minor is intended for student who seek a basic understanding of software engineering and systems analysis. It includes the required introductory courses in the foundations of CS and data structures, operating systems, user interface design and the theory of object oriented programming. Students also have the opportunity to select one or two electives in upper division CS courses of interest.

1. A minimum of 31 graded credits as follows:
   CS 161 Fndtns of Computer Science I (4)
   CS 162 Fndtns of Computer Science II (4)
   CS 221 C/C++ Programming (4)
   CS 260 Data Structures (4)
   CS 311 Operating Systems (3)
   CS 360 Object-Oriented Programming (4)
   CS 370 Interface Design (3)
   Upper Division CS Electives (5)

2. A minimum grade of “C-” required for each course with a cumulative average GPA of 2.00 or more for all courses required for the minor.

3. A minimum of 10 hours required the minor must be
completed at Eastern Oregon University.

4. Students may earn only one of the three minors offered by the CS/MM program. Students may not earn a minor in their concentration. Students completing one of the CS/MM concentrations must have faculty approval before pursuing a minor in one of the other concentrations, and must still earn a minimum of thirty credits in addition to the credits applied toward the concentration.

**Multimedia Studies minor no longer available as of June 2013**

**MINOR IN MULTIMEDIA STUDIES**
The Multimedia Studies minor provides student with knowledge and skills to augment educational, business, or entertainment practice with interactive multimedia. Students complete a limited core of courses introducing fundamental concepts and then add electives to provide additional skills in web development, videography, computer graphics, or digital audio.

1. A minimum of 31 graded credits as follows:
   - CS 161 Fndtns of Computer Science (4)
   - MM 125 Fndtns of Digital Media (3)
   - MM 225 Intro Multimedia Development (3)
   - MM 252 Intro Web Authoring (3)
   - MM 315 Multimedia Design (3)
   - Upper Division CS/MM Electives (15)

2. A minimum grade of “C-” required for each course with a cumulative average GPA of 2.00 or more for all courses required for the minor.

3. A minimum of 10 hours required for the minor must be completed at Eastern Oregon University.

4. Students may earn only one of the three minors offered by the CS/MM program. Students may not earn a minor in their concentration. Students completing one of the CS/MM concentrations must have faculty approval before pursuing a minor in one of the other concentrations, and must still earn a minimum of thirty credits in addition to the credits applied toward the concentration.

**Statistical/Scientific Computing minor no longer available as of June 2013**

**MINOR IN STATISTICAL AND SCIENTIFIC COMPUTING**
The Statistical and Scientific Computing minor provides students with grounding in applications development for chemistry, physics, biology and biochemistry, along with newer disciplines such as geographic information systems, bioinformatics, genomics and business intelligence systems. In addition to the core courses in Foundations of Computer Science and Data Structures, the minor requires one year (three terms) of C/C++ programming courses along with database management and the student’s choice of one or more elective upper division classes in CS.

1. A minimum of 31 graded credits as follows:
   - CS 161 Fndtns of Computer Science I (4)
   - CS 162 Fndtns of Computer Science II (4)
   - CS 221 C/C++ Programming (4)
   - CS 260 Data Structures (4)
   - CS 360 Object-Oriented Programming (4)
   - CS 427 Statistical & Scientific Computing (3)
   - CS 430 Database (3)
   - Upper Division CS Electives (5)

2. A minimum grade of “C-” required for each course with a cumulative average GPA of 2.00 or more for all courses required for the minor.

3. A minimum of 10 hours required for the minor must be completed at Eastern Oregon University.

4. Students may earn only one of the three minors offered by the CS/MM program. Students may not earn a minor in their concentration. Students completing one of the CS/MM concentrations must have faculty approval before pursuing a minor in one of the other concentrations, and must still earn a minimum of thirty credits in addition to the credits applied toward the concentration.

**CS/MM CERTIFICATES**
The CS/MM Certificate program consists of four certificates. The first, Certificate in Computer Programming I, is a prerequisite for each of the other three. The certificates are designed to provide entry-level skills and knowledge in practical applications of computer science and multimedia development.

**REQUIREMENTS**
A. Prior to beginning the Certificate in Computer Programming I, students must take the Programming Aptitude Test and the Math Accuplacer. Students who do not place into MATH 111 or above must complete MATH 111 before beginning the certificate coursework.

B. Students must complete all courses with a “C or better” to earn credit for certificates.

C. Students must complete the Certificate in Computer Programming I before starting on any of the other three certificates.

**CERTIFICATE IN COMPUTER PROGRAMMING I**
The Certificate in Computer Programming I provides basic knowledge and skills in computer programming. Completion of this certificate is minimal preparation for entry-level programming positions.

**Required Courses:**
- CS 161 Foundations of Computer Science I (4 cr.)
- CS 162 Foundations of Computer Science II (4 cr.)
- CS 260 Data Structures (4 cr.)

**Total Credits: 12**

**CERTIFICATE IN COMPUTER PROGRAMMING II**
The Certificate in Computer Programming II builds on the basic skills provided by the first certificate and provides a solid skill set for entry-level programming work.

**Required Courses:**
- CS 221 C/C++ Programming (4 cr.)
- CS 344 Systems Analysis & Design (3 cr.)
- CS 360 Object-Oriented Programming (4 cr.)
- CS 380 Software Engineering (4 cr.)

**Total Credits: 15**
CERTIFICATE IN WEB AUTHORING
The Certificate in Web Authoring builds on the basic skills provided by the Certificate in Computer Programming I. It provides the conceptual and practical skills necessary for building and maintaining commercial web sites.

Required Courses:
MM 225 Introduction to Multimedia Development (3 cr.)
MM 344 Introduction to Web Authoring (3 cr.)
MM 352 Intermediate Web Authoring (3 cr.)
CS 370 User Interface Design (3 cr.)
MM 452 Advanced Web Authoring (3 cr.)

Total Credits: 15

CERTIFICATE IN SYSTEMS ENGINEERING
The Certificate in Systems Engineering builds on the basic skills provided by the Certificate in Computer Programming I. Students completing this certificate will have the fundamental skills necessary for managing and maintaining office computer systems and networks.

Required Courses:
CS 301 Assembly Language Programming (4 cr.)
CS 311 Operating Systems (3 cr.)
CS 314 Computer Architecture (4 cr.)
CS 335 Networking/Network Administration (4 cr.)

Total Credits: 15

COMPUTER SCIENCE COURSE DESCRIPTIONS

CS 100 - Selected Topics Credits: 1.00 TO 6.00
An in-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on the interests and availability of faculty. Prerequisites: May be required for some topics.

CS 121 - Intro Software Development Credits: 1.00
This survey course introduces computer software, the process of its development, and its uses in contemporary society. Topics include data representation, basic computer architecture, and categories of software including multimedia products, end-user applications, process-control, and scientific computing.

CS 140 - Microcomputer Syst Credits: 3.00
Emphasis is placed on the technical details of the microcomputer system as a whole in order to produce sophisticated users. This course focuses on microcomputer operating systems, their structures and relations to the microcomputer architecture, a technical understanding of information flow through the microcomputer and its hardware interfaces. This course also introduces the Internet, networking, and communications protocols such as TCP/IP.

CS 161 - Foundations Of CS I Credits: 4.00
Introduces basic data representation, branching and iteration, memory management, computer architecture, and the analysis and design of problem solutions. Prerequisite: MATH 111.

CS 162 - Foundations Of CS II Credits: 4.00
Introduces some common algorithms for searching and sorting, the analysis of algorithm complexity, exception handling, and file output. Prerequisites: MATH 111, CS 161.

CS 209 - Field Placement Credits: 1.00 TO 15.00

CS 210 - Selected Topics Credits: 1.00 TO 6.00
An in-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on the interests and availability of faculty. Prerequisites: May be required for some topics.

CS 221 - C/C++ Programming Credits: 4.00
An introduction to the basics of programming as used in C and C++, including selection statements, loops, arrays, string handling, pointers, registers and functions. Practical exercises will require the construction, compilation, debugging, and execution of complete programs that implement given algorithms to solve simple problems. The emphasis in this course will be on the common features of C and C++; however memory allocation and the use of pointers will be discussed in the context of the ANSI C implementation. Prerequisite: CS 162; and CS 260 (may be taken concurrently).

CS 248 - Unix Programming Credits: 3.00
The essentials of UNIX tool programming will be covered with the use of high-level programming languages, utilities, and toolkits. Topics include UNIX shells and essential utilities and network security issues, and high-level networking and protocol basics. Provides students with an opportunity to team the tools and programming languages that will help them make the best use of UNIX. Prerequisite: CS 221.

CS 260 - Data Structures Credits: 4.00
An introduction to various implementations of commonly used data structures and their applications. Topics include lists, stacks, queues, trees and hash tables. Prerequisite: CS 162.

CS 310 - Selected Topics Credits: 1.00 TO 5.00
An in-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on the interests and availability of faculty. Prerequisite: May be required for some topics. Student must have at least sophomore standing to register for this course.

CS 311 - Operating Systems Credits: 3.00
The principles and problems involved in the development of a computer operating system. Overview of the development of operating systems, sequential and concurrent processes, cooperation, communication, and mutual exclusion, synchronization constructs: monitors, conditional critical regions, semaphores; deadlocks, resource allocation, scheduling policies, storage management. Prerequisite: CS 248. Student must have at least sophomore standing to register for this course.

CS 318 - Algorithm Analysis Credits: 4.00
The analysis of variety of algorithms that arise frequently in computer applications. Basic principles and techniques for analyzing and improving algorithms in areas such as list searches, sorting, pattern recognition, polynomial and matrix computations. Prerequisite: MATH 231 and CS 260. Student must have at least sophomore standing to register for this course.
CS 321 - Computing Theory Credits: 3.00
Includes automata, complexity, turing machines, unsolvable problems. Prerequisite: CS 318. Student must have at least sophomore standing to register for this course.

CS 330 - Database Mgmt System Credits: 4.00
Analysis, design, and implementation of data systems in relation to information transfer. Prerequisite: CS 260, CS 318. Student must have at least junior standing to register for this course.

CS 335 - Networking/Network Admin Credits: 4.00
An introductory examination of the Open System Interconnection Reference Model (OSI). Topics covered include network architecture, data flow control, transmission control, path control, recovery, and routing techniques. Prerequisite: CS 311. Student must have at least sophomore standing to register for this course.

CS 344 - Systems Analysis & Design Credits: 3.00
Introduction to fundamental concepts of object-oriented software development. Covers requirements determination and specification and systems design using the Unified Modeling Language (UML). Emphasis is placed on methods of iterative and incremental software development. Prerequisite: CS 260. Student must have at least sophomore standing to register for this course.

CS 360 - Object-Orient Prog With C++ Credits: 4.00
A study of object oriented programming with C++. Beginning and intermediate concepts are covered including classes, objects, member functions, overloading, inheritance, polymorphism, templates, and virtual functions. Prerequisite: CS 221, 260. Student must have at least sophomore standing to register for this course.

CS 370 - User Interface Design Credits: 3.00
Introduces principles of human-computer interface design and methodologies of implementation, evaluation, and research in human-computer interaction. Topics include user psychology, dialog styles, error handling and reporting, system response time, user documentation and help systems, and “intelligent” interfaces. Discusses techniques for the implementation and testing of human-computer interfaces. Prerequisite: MM 252 and MM 315 (concurrently). Student must have at least sophomore standing to register for this course.

CS 380 - Software Engineering Credits: 4.00
Emphasis is on the specification, organization, implementation, testing, and documentation of software. Inherent problems, challenges, tools, and methods of a large software project. Presents methods and tools used in the various stages of software production. This course should prepare students for the problems they will encounter as software professionals. Prerequisite: CS 344. Student must have at least sophomore standing to register for this course.

CS 381 - Programming Languages Credits: 4.00
Concepts of high-level programming languages. Syntax and semantics of several existing languages. Compilers, interpreters and formal syntax specification. Prerequisite: CS 360. Student must have at least sophomore standing to register for this course.

CS 382 - Computing Theory Credits: 3.00
Includes automata, complexity, turing machines, unsolvable problems. Prerequisite: CS 318. Student must have at least sophomore standing to register for this course.

CS 407 - Seminar Credits: 1.00 TO 6.00
Prerequisite: Junior or Senior standing. Student must have at least junior standing to register for this course.

CS 409 - Practicum Credits: 1.00 TO 12.00
Students gain practical experience in a professional or preprofessional setting. Prerequisites: Upper-division standing and consent of instructor. Student must have at least junior standing to register for this course.

CS 410 - Selected Topics Credits: 1.00 TO 5.00
An in-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on the interests and availability of faculty. Prerequisites: May be required for some topics. Student must have at least junior standing to register for this course.

CS 427 - Numerical Computation Credits: 3.00
Introduction to numerical methods. Includes topics from elementary discussion of errors, polynomials, interpolation, quadrature, linear systems of equations, and solution of nonlinear equations. Prerequisite: MATH 261, CS 360. Student must have at least junior standing to register for this course.

CS 428 - Web Architecture/Programming Credits: 4.00
This course will cover some of the emerging technologies in the area of dynamic Web page development and Web server programming, including DHTML, XML, and Java Server Pages. Prerequisite: CS 330. Student must have at least junior standing to register for this course.

MULTIMEDIA STUDIES
COURSE DESCRIPTIONS

MM 110 - Selected Topics Credits: 1.00 TO 5.00
Study of a principle or practice in computer-enhanced multimedia.

MM 121 - Intro Software Development Credits: 1.00
This survey course introduces computer software, the process of its development, and its uses in contemporary society. Topics include data representation, basic computer architecture, and categories of software including multimedia products, end-user applications, process-control, and scientific computing. (Cross listed as CS 121.)

MM 125 - Fndtns Of Digital Media Credits: 3.00
Introduces the process of digitizing media such as images, audio, and video, and the use of software tools used to manipulate digital media.

MM 210 - Selected Topics Credits: 1.00 TO 5.00
Study of a principle or practice in computer-enhanced multimedia.
MM 225 - Intro Multimedia Development Credits: 3.00
Introduces students to the capabilities of interactive multimedia and its uses in education, industry and entertainment. Students review the roles of various types of software applications and experiment with authoring tools to create one or more small projects.

MM 252 - Intro Web Authoring Credits: 3.00
Topics covered in this course include history of the Internet, Internet protocols, and HTML. Students will apply this knowledge to create web pages using HTML and simple web-authoring tools. Emphasis in this class is how basic web pages work and how to design pages that are effective and efficient. Student must have at least sophomore standing to register for this course.

MM 264 – Intro To Filmmaking Credits: 3.00
Introduces the fundamental techniques, technology, and specialized areas of professional activity associated with film production including producing, directing, cinematography, special effects, and editing. The course emphasizes storyboarding and pre-visualization in the pre-production phase of filmmaking. Prerequisites: MM 125 or ENGL 195.

MM 310 - Selected Topics Credits: 1.00 TO 5.00
Advanced study of a principle or practice in computer enhanced multimedia. Student must have at least sophomore standing to register for this course.

MM 315 - Multimedia Design Credits: 3.00
Covers the design process for multimedia products, including the development life cycle and basic interface design issues. Each student will design a significant multimedia product and use a typical authoring environment to create a working prototype. Prerequisites: MM 225. Student must have at least sophomore standing to register for this course.

MM 319 - Multimedia Programming Credits: 3.00
Students learn to design databases and use authoring tools’ built-in scripting languages to reduce the overhead for a multimedia product. Students will also apply the scripting language to accomplish other sophisticated effects. Prerequisites: CS 162, MM 315. Student must have at least sophomore standing to register for this course.

MM 327 - Intro to Cmpt Graphics Applic Credits: 3.00
This course introduces basic principles important in using bitmap and vector graphics, including resolution, color depth, and file compression schemes. Students will use representative bitmap and vector graphics programs to complete projects that demonstrate the basic capabilities of this type of software. Prerequisite: ART 227. Student must have at least sophomore standing to register for this course.

MM 350 - Multimedia Theory Credits: 3.00
Study of selected principles from various disciplines underlying multimedia creation, expression, communication, and argumentation. Prerequisite: MM 225 and Junior standing. Student must have at least junior standing to register for this course.

MM 352 - Intermed Web Authoring Credits: 3.00
This is an intermediate level course in web site development using current web authoring tools. Topics covered include web site planning, design concepts, use of authoring tool software, creation of interactive web elements, and web site organization. Emphasis will be placed on creating dynamic and interactive client-side web objects using the Dreamweaver authoring tool. Prerequisite: MM 252 or equivalent HTML knowledge. Student must have at least sophomore standing to register for this course.

MM 360 - 3-D Graphics & Animation Credits: 3.00
Introduces the use of three dimensional computer modeling tools for the creation of still and moving images. Topics include spline editing, virtual lighting and rendering. Student must have at least sophomore standing to register for this course.

MM 362 - Digital Audio Production Credits: 3.00
This is a course in the principles and practices of modern digital audio recording and production. This course is designed to benefit students that have audio interests for musical, theatre, multimedia, film and other applications. Prerequisite: MM 262. Student must have at least sophomore standing to register for this course.

MM 364 - Film Production Credits: 3.00
Covers the production phase of filmmaking. Primary topics include directing, cinematography, sound recording, and associated technology. Students will collaborate to organize and shoot scripted material developed in prerequisite courses and prepared for post-production. Prerequisite: WR 243 and MM 264. Student must have at least sophomore standing to register for this course.

MM 366 - Video Post-Production Credits: 4.00
Covers the editing of video using digital video editing and special effects tools. Students will continue the series of MM 362 and 364 with the goal of making a 12 minute digital video. Prerequisite: MM 364. Student must have at least sophomore standing to register for this course.

MM 368 - 2D Digital Animation Credits: 3.00
This course introduces the principles, practice and theory of 2D animation design for interactive multimedia products. Student must have at least sophomore standing to register for this course.

MM 401 - Capstone Credits: 1.00 TO 6.00
Prerequisite: Senior level or consent of instructor Student must have at least junior standing to register for this course.

MM 405 - Reading & Conference Credits: 1.00 TO 4.00
Opportunity for advanced students to design and complete a multimedia project. Prerequisite: Completion of 90 hours of coursework, consent of instructor, and a clear statement of a proposed project. Student must have at least junior standing to register for this course.

MM 407 - Seminar Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.
MM 409 - Practicum Credits: 1.00 TO 12.00
Students gain practical experience in a professional or preprofessional setting. Prerequisite: Upper-division standing and consent of instructor. Student must have at least junior standing to register for this course.

MM 410 - Selected Topics Credits: 1.00 TO 5.00
Advanced study of a principle or practice in computer enhanced multimedia. Student must have at least junior standing to register for this course.

MM 419 - Adv Multimedia Programming Credits: 3.00
This course expands student knowledge of the use of software design and the scripting tools that are built in to authoring environments for the development of sophisticated multimedia products for education, entertainment, and business. Prerequisite: MM 319 and Junior standing. Student must have at least junior standing to register for this course.

MM 420 - Multimedia Simulation Credits: 3.00
This course introduces the use of multimedia authoring tools to create simulations for education and entertainment. Students will examine various general approaches to simulating situations and virtual environments. Prerequisite: MM 319 and junior standing. Student must have at least junior standing to register for this course.

MM 426 - Ind Proj in Multimedia Credits: 1.00 TO 4.00
Provides opportunity for the student to acquire additional depth and personal achievement in any multimedia area beyond what is supplied by usual course offerings. Student must have at least junior standing to register for this course.

MM 452 - Advanced Web Authoring Credits: 3.00
This course covers some of the advanced tools for dynamic web site production. Topics include Cascading Style Sheets (CSS), JavaScript and AJAX, PHP and MySQL for the interactive display of information. Prerequisites: CS 162, MM 252 and junior standing. Student must have at least junior standing to register for this course.

MM 460 – Adv 3D Graphics/Animation Credits: 3.00
Introduces the use of advanced three dimensional computer modeling techniques for the creation of still and moving images. Topics include vertex modeling, metaball modeling, morph targets, inverse kinematics, and skeleton structures. Prerequisite: MM 360.

CORE COURSE DESCRIPTIONS
CORE 101- Integrated Std Sem*GTW Credits: 3.00
Gen Ed Core-Gateway
Part of EOU’s first year experience program, Core 101 is a 3 credit seminar intended for selected first year students who are part of the Integrated Studies Program (ISP) and is linked with a WR 115 class in which the students are concurrently enrolled. Core 101 is designed to introduce students to the culture and traditions of higher education, the resources of EOU, and to assist them in the development of intellectual, personal, and social skills that will allow them to be successful at EOU and beyond.

CORE 102- Gateway Seminar*GTW Credits: 3.00
Gen Ed Core-Gateway
Part of EOU’s first year experience program, Core 102 is a 3 credit seminar focused on personal assessment and exploration of career and college major choices. The course is intended to introduce students to occupational research, goal setting, and the relationship between college majors and careers.
**ECONOMICS MINOR**
(This minor is also available online/onsite)

**PROGRAM OBJECTIVES**
(See Philosophy, Politics and Economics) Eastern Oregon University offers students the opportunity to study economic concepts and issues relevant to careers in business administration, education, resource management, and public service. In addition, students interested in graduate studies in Economics, or in pursuing a career as an economist with businesses or government agencies may specialize in Economics within the Philosophy, Politics and Economics Program.

**LEARNING OUTCOMES**
- Students will be able to apply economic theory and tools to current issues in group and individual research projects, showing mastery of, for example, the operation of the market system; the role of households, firms, and government in the market system; the operation of a mixed economy from an aggregate perspective; Keynesian and neoclassical economic theory and issues such as inflation, unemployment, international trade, government finance, economic growth, and the monetary system.

- Students will be able to present the results of their research orally and in writing.

For more detail on learning outcomes, see the PPE program learning outcomes.

**MEANS OF ASSESSMENT**
Assessment consists of written and oral components. Written assessment includes research projects, examinations, research papers, writing of book and article reviews, abstracts, and portfolios. Oral assessment includes group and individual oral presentations, consisting of research and synthetic learning evaluated by means of specific stated criteria.

**REQUIREMENTS FOR THE MINOR IN ECONOMICS**
1. The minor will consist of the following:
   a. 30 credit hours in economics, with at least 15 hours upper division.

   b. Required lower division courses:
      - ECON 201 Principles of Microeconomics (5)
      - ECON 202 Principles of Macroeconomics (5)

   c. A grade of “C-” or better for all courses applied toward the minor. Maintain a “C” (2.00) or better cumulative GPA in courses required for the minor.

   d. A minimum of ten credits applied to the minor must be completed at EOU.

**ECONOMICS COURSE DESCRIPTIONS**

**ECON 110- Selected Topics Credits: 1.00 TO 6.00**
Selected topics, terms and credits to be arranged.

**ECON 115- Econ of Social Iss*SSC Credits: 5.00**
Gen Ed Core-Social Sciences
An issue-oriented approach to the study of economic principles. Current important issues are used as vehicles for introducing basic economic concepts and principles that are then applied to those issues.

**ECON 150- Political Econ Sport*SSC Credits: 5.00**
Gen Ed Core-Social Sciences
An examination of (a) The role of gender and race in sports; (b) The politics underlying the pursuit of professional sports franchises; (c) the political economy of international sports (Olympics, World Cup); (d) Labor-management issues in professional sports; and (e) The role played by quasigovernmental institutions (NCAA, IOC, FIFA). (This course is cross listed with POLS 150.)

**ECON 201- Microeconomics*SSC Credits: 5.00**
Gen Ed Core-Social Sciences
A systematic investigation of the operation of a market system, focusing on the role of households, firms, and government in determining wages and prices. The topics of analysis include concentration of economic power, the distribution of income, and the role of government in a market system. Prerequisite: MATH 095. Student must have at least sophomore standing to register for this course.

**ECON 202- Macroeconomics*SSC Credits: 5.00**
Gen Ed Core-Social Sciences
An analysis of the operation of a mixed economy from an aggregate perspective. Issues such as inflation, unemployment, international trade, government finance, economic growth, and the neoclassical economic theory. Prerequisite: MATH 095. Student must have at least sophomore standing to register for this course.

**ECON 210- Selected Topics Credits: 1.00 TO 6.00**
Selected topics, terms and credits to be arranged.

**ECON 310- Selected Topics Credits: 1.00 TO 6.00**
Selected topics, terms and credits to be arranged. Student must have at least sophomore standing to register for this course.

**ECON 318- Money & Banking Credits: 5.00**
This course will acquaint the student with financial markets and institutions, the role of money in the economy, and the Federal Reserve System. We will pay particular attention to the market for money and how policy is determined and its affects on the economy. Prerequisite: ECON 202 and STAT 327 or equivalent. (all must be passed with a “C-” or better.)

**ECON 320- Principles of Macroeconomics Credits: 5.00**
Gen Ed Core-Social Sciences
An introduction to the operation of a mixed economy from an aggregate perspective. Issues such as inflation, unemployment, international trade, government finance, economic growth, and the neoclassical economic theory. Prerequisite: MATH 095. Student must have at least sophomore standing to register for this course.

**ECON 321- Principles of Microeconomics Credits: 5.00**
Gen Ed Core-Social Sciences
A systematic investigation of the operation of a market system, focusing on the role of households, firms, and government in determining wages and prices. The topics of analysis include concentration of economic power, the distribution of income, and the role of government in a market system. Prerequisite: MATH 095. Student must have at least sophomore standing to register for this course.

**ECON 330- Legal Aspects of Business Credits: 5.00**
Gen Ed Core-Social Sciences
An introduction to the legal aspects of business and the relationship of law to the economic system. Prerequisite: MATH 103. Student must have at least sophomore standing to register for this course.

**ECON 340- Advanced Principles of Macroeconomics Credits: 5.00**
A more advanced treatment of the topics of the principles of macroeconomics course. Prerequisite: ECON 202.

**ECON 341- Advanced Principles of Microeconomics Credits: 5.00**
A more advanced treatment of the topics of the principles of microeconomics course. Prerequisite: ECON 201.

**ECON 350- Advanced Topics in Economic Analysis Credits: 5.00**
Students will examine different areas of specialization in economics, such as monetary economics, international economics, the economic theory of the firm, the economic theory of the household, public finance, and economic growth. Prerequisite: ECON 201 and ECON 202.

**ECON 360- Internship Credits: 1.00 TO 6.00**
An individualized program designed to provide meaningful work experience in an area related to economics.

**ECON 370- Independent Study Credits: 1.00 TO 6.00**
A student conducts a research project on a topic of interest to him/her under the guidance of a faculty member.

**ECON 380- Seminar Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 390- Special Problems Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 391- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 392- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 393- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 394- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 395- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 396- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 397- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 398- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.

**ECON 399- Special Topics Credits: 1.00 TO 6.00**
A student can take a course in which the instructor assigns reading(s) and leads discussion(s) on a selected topic.
Student must have at least sophomore standing to register for this course.

ECON 334- U.S. Economic Hist*SSC Credits: 5.00
Gen Ed Core-Social Sciences
This course examines the economic development of the United States during different historical periods. It focuses on long-term economic trends (such as economic growth and the development of labor and product markets) and the economic causes and consequences of particular events (such as the settlement of the West, the Civil War, and the Great Depression).

ECON 340- Managerial Econ Credits: 5.00
Case study approach to decisions involving productions optimization, cost minimization, resource allocation, pricing, demand analysis, long-range forecasting, and capital budgeting by public and private organization. Prerequisite: ECON 201; MATH 241; STAT 327 or equivalent. (All must be passed with a "C-" or better.) Student must have at least sophomore standing to register for this course.

ECON 345 - : Economics of Development Credits: 5.00
This class will introduce students to the process of economic development. Through reading and discussion, we will learn how to use basic graphs, theory, and data to explore how development is measured, why some countries and regions have developed while others have not, wealth inequality, institutions, foreign aid, and trade.

ECON 350- Public Policy*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An evaluation of the American political system by following individual programs through their origins, design and formation, and implementation. Prerequisites: None. Recommended: Basic knowledge of American government. (Cross-listed with POLS 350). Student must have at least sophomore standing to register for this course.

ECON 370- Hist Econ Thought*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An examination of the historical foundations of modern economic thought. The focus will be on writings and ideas of economists from Adam Smith to John Maynard Keynes and up through contemporary times.

ECON 375- Macroecon Theory Credits: 5.00
An intensive analysis of the functioning of the economy at the aggregate level. Issues such as inflation, unemployment, economic growth and the role of the government will be investigated as they affect the stability of the economy. Prerequisite: ECON 202; MATH 241; STAT 327 or equivalent (all must be passed with a "C-" or better.) Student must have at least junior standing to register for this course.

ECON 405- Selected Topics Credits: 1.00 TO 5.00
Guided individual studies of topics not otherwise offered in the economics curriculum. Student must have at least junior standing to register for this course.

ECON 407- Seminar Credits: 5.00
This capstone seminar will focus on a topic that brings together all three disciplines in the PPE program. Students should be graduating seniors. Student must have at least junior standing to register for this course.

ECON 409- Field Placement Credits: 1.00 TO 15.00

ECON 410- Selected Topics Credits: 2.00 TO 6.00
An in-depth study of a topic of interest to both students and faculty. There will be both a great deal of reading and a major written project. Student must have at least junior standing to register for this course.

ECON 435- Public Finance Credits: 5.00
This course will focus on the efficiency, equity and stabilization impacts of public expenditure and revenue programs; with emphasis on problems and institutions at the national level. Student must have at least junior standing to register for this course.

ECON 440- Intl Econ:Issues & Analy Credits: 5.00
Survey of the basic theoretical foundations and issues of international trade and finance. Comparative advantage, gains from trade, tariffs and other trade restrictions and policies, balance of payments and adjustments, exchange institutions. Examination of contemporary U.S. and world trade issues. Prerequisites: ECON 201, 202. Student must have at least junior standing to register for this course.

ECON 475- Environ Econ Credits: 5.00
Application of the tools from economic theory to the problems of pollution, resource depletion and population growth to determine the impact of society's economic activity on the environment. Cost-benefit analysis will be used for a written case study. Prerequisite: ECON 201. Student must have at least junior standing to register for this course.

ECON 481- American Labor & Unions Credits: 5.00
Economic analysis of the formation, growth, operation, and effects of unions in the U.S. economy; determination of wages and working conditions; human capital theory and the education and training of workers; discrimination and other policy toward labor markets. Student must have at least junior standing to register for this course.
PROGRAM OBJECTIVES
The Bachelor of Arts in English provides three possible concentrations for students: English Studies, Rhetoric and Culture, and Writing, the first two of which are also available at a distance. Objectives, Typical Four Year Curricula, Course Descriptions, Minors, and Capstone Project guidelines can be found in the following pages for each of these options.

- In all three options, students will acquire a solid background in writing, language, and literature/film.
- Courses stress analysis, confident, and original writing, and tolerance for diversity of thought.
- Students are encouraged to select appropriate minors, engage in inter-disciplinary studies, and complete advanced studies in modern languages, computer applications, allied arts, or second majors.

Students should carefully consult with and follow recommendations of their major advisers for timely completion of general education and degree requirements. English/Writing graduates possess excellent communication and critical thinking skills. Graduates continue advanced study in literature, creative writing, and rhetoric, master’s work in education, and law school. Graduates also pursue careers in such areas as journalism, politics, freelance writing, and tribal education and administration. Other post-graduate areas of career opportunity include business venues and NGOs that value clear-minded and creative thinking as well as writing and communication skills.

LEARNING OUTCOMES
Graduates with a degree in English (in any of the three concentration options) will have demonstrated their mastery of textual analysis, inter-disciplinary approaches to literacy, or creative expression. In each, students must demonstrate:

1. Content Knowledge: Mastery of Discipline-Based Content Knowledge through the effective use of key terms, concepts, and approaches from the field of English Studies.

2. Inquiry: Enhanced use of Discipline-Based Inquiry through the investigation of a problem determined by the student's interest and often pursued through multiple disciplinary approaches.

3. Communication: Enhanced use of Discipline-Based Communication in writing clearly, editing carefully, developing ideas fully, taking into consideration subject, audience, occasion, purpose, and genre.

4. Critical Thinking: Enhanced use of Discipline-Based Critical Thinking in identifying discipline-based conceptions of issues, contexts, and genres, often employing multiple perspectives as defined in English Studies, while evaluating and marshalling evidence, as defined by our discipline, and synthesizing prior knowledge and research, to draw insights and inferences for a fruitful conclusion and simultaneously acknowledging the disciplinary limits of the project.

5. Aesthetic Analysis: Enhanced Discipline-Based Appreciation of Aesthetics and Humanities, through textual analysis, inter-disciplinary approaches to literacy, and creative expression.

6. Civic Engagement: Discipline-Based Civic Engagement by applying their English Studies to a larger civic and ethical context by means of practica, internships, service learning, or community-based research.

7. Integrated Learning: Mastery of Integrative Learning in English Studies through a capstone that connects relevant experience and academic knowledge, making connections across disciplines, reflecting on these connections by means of confident, cogent, and original writing, intellectual agility, and tolerance for diversity.

MEANS OF ASSESSMENT
Evaluation and self-assessment are integrated throughout our curriculum.

To ensure that students meet program outcomes, we evaluate their proficiencies by various means including but not restricted to the following:

- Essays, research papers, examinations, and creative projects across the genres.
- Students present and defend their intellectual and creative efforts in public at conferences, symposia, readings, and in the Capstone sequence.
- Students also are encouraged to be involved in the writing, editing, and performance of student publications and broadcasts.

REQUIREMENTS FOR THE BACHELOR OF ARTS IN ENGLISH
1. Complete EOU graduation requirements.
2. Complete the modern languages requirement for the Bachelor of Arts degree.

3. Maintain a “C” (2.00) or better cumulative GPA in courses required for the major; maintain a grade of “C-” or better in all courses counting toward the degree. The S/U option may not be elected for program requirements.

4. Double dipping: Students may combine an Interdisciplinary Writing and Rhetoric minor with a major in English/Writing but not any of the other English/Writing minors. Should students combine two English/Writing minors as part of a Liberal Studies degree, no more than one required course can count toward both minors.

5. Complete prerequisites: Any 100-level literature course and two of the following: WR 121, WR 122, WR 123, and/or WR 131.

6. Complete the following Common Core courses: By the end of the sophomore year, if possible:
   - ENGL 220 Sophomore Seminar I (Fall; 3)
   - ENGL 221 Sophomore Seminar II (Winter; 3)
   - ENGL 222 Sophomore Seminar III (Spring; 3)

   Two of the following:
   - WR 241 Creative Writing Fiction (3)
   - WR 242 Creative Writing Poetry (3)
   - WR 243 Creative Writing Screenwriting (3)
   - WR 248 Intro To Writing In The Genres (3)

   Two of the following:
   - WR 220 Methods Of Tutoring (3)
   - JNL 230 News Writing I (4)
   - WR 281 Writing In The Community (3)

   By the end of the junior year, if possible, two of the following:
   - ENGL 371 British Literature Before 1800 (Fall; 4)
   - ENGL 372 British Literature After 1800 (Winter; 4)
   - ENGL 381 American Literature Before 1865 (Fall; 4)
   - ENGL 382 American Literature After 1865 (Winter; 4)

   By the end of the senior year:
   - ENGL/WR 401 Research (Fall; 2)
   - ENGL/WR 403 Capstone (Winter; 2)
   - ENGL/WR 406 Presentation/Publication (Spring; 1)

7. Complete one of the following concentrations:

   **ENGLISH STUDIES CONCENTRATION**
   (available on campus and at a distance; includes online film studies)
   - ENGL 201 Shakespeare (4)
   - ENGL 446 Critical Theory (4)

   Take another 18 elective credits in English and Writing as follows:
   - Minimum 13 of which must be upper-division (300+)
   - Minimum 11 of which must be from ENGL, and
   - Minimum half of which must be courses of at least three credits.

   Courses with the same numbers but different content (ENGL 322, 339, 390, 395, 422, 436, and 448) may be repeated for credit. Advisers should indicate when submitting the graduation application whether a repeated course counts for additional credit or whether a student is retaking the course for a different grade.

   **RHETORIC AND CULTURE CONCENTRATION**
   (available on campus and at a distance)
   - WR 222 Introduction To Rhetoric (3)
   - WR 393 Rhetoric Of Public Culture (3)
   - WR 493 Writing Theory (3)

   Take a minimum of two of the following:
   - WR 320 Professional Writing (3)
   - WR 330 Digital Rhetoric (3)
   - WR 351 Professional Editing And Publishing (3)

   Take one of the following:
   - WR 360 Literacy Discrimination & Power (3)
   - HUM 328 Interdisciplinary Writing & Rhetoric (3)
   - WR 436 Themes In Rhetoric and Writing (3)

   Take a minimum of eight additional elective credits from ENGL and WR prefixes, with a minimum of two upper division.

   **WRITING CONCENTRATION**
   - WR 341 Intermediate Fiction (3)
   - WR 342 Intermediate Poetry (3)
   - WR 348 Intermediate Writing In The Genres (4)
   - WR 351 Professional Editing & Publishing (3)
   - WR 441 Advanced Workshop: Fiction (3) or
   - WR 442 Advanced Workshop: Poetry (3)

8. Future secondary teachers

   **Required:**
   - ENGL 316 Approaches To Grammar (4)
   - ED 242 Education Concepts (3)

   **Recommended:**
   - ENGL 201 Shakespeare (4)
   - ENGL 371 British Literature Before 1800 (Fall; 4)
   - ENGL 372 British Literature After 1800 (Winter; 4)
   - ENGL 381 American Literature Before 1865 (Fall; 4)
   - ENGL 382 American Literature After 1865 (Winter; 4)
   - ENGL 390 Multicultural Literature/Film (Winter; 4)
   - WR 220 Methods Of Tutoring (3)
   - JNL 230 News Writing I (4)
   - WR 360 Literacy Discrimination & Power (3)

   Take one of the following:
   - WR 341 Intermediate Fiction (3)
   - WR 342 Intermediate Poetry (3)
   - WR 348 Intermediate Writing In The Genres (4)
   - WR 351 Professional Editing & Publishing (3)

   Please note: Prerequisites may not be taken as co-requisites.

**TYPICAL ON-CAMPUS FOUR YEAR CURRICULUM:**

**ENGLISH STUDIES CONCENTRATION**
(Note: for clarity, this list illustrates only fall, winter, and spring quarter course rotations to help students best plan their selections and should be used in conjunction with the English degree requirements. Please consult the appropriate pages for the Requirements for the Bachelor of Arts in English degree with a concentration in English Studies as you make your choices. Please see appropriate pages for course rotations for the Rhetoric and Culture and Writing Concentrations.)

In all three concentrations, students should carefully consult with and follow recommendations of their advisers for timely completion of General Education and degree requirements. Students should also be mindful of selecting courses that satisfy prerequisite requirements as they move through the program. In general, during the first two years of study, students should plan to complete General Education requirements, the modern language requirement for the Bachelor of Arts degree, and the core requirements in English and Writing. In most cases, two full years of coursework at the upper division level will be required for each concentration.

TYPICAL FIRST YEAR CURRICULUM
At the Freshman level, students should plan to complete all 100 level prerequisites for 200 level courses: any 100-level literature course and two of the following: WR 121 Expository Prose, WR 122 Argumentative Writing, WR 123 Research Writing, and/or WR 131 Exploratory Prose.

Fall
100-level ENGL (3-4)
WR 121 Expository Prose Writing (4)
Modern Language (4)
General Education electives

Winter
JNL 230 News Writing I (4) or
WR 241, 242, or 243 (3)
Modern Language (4)
General Education electives

Spring
WR 123 Research (4)
Modern Language (4)
General Education electives

TYPICAL SECOND YEAR CURRICULUM
Fall
ENGL 220 Sophomore Seminar (3)
WR 241 Creative Writing Fiction (3)
Modern Language (4)
General Education electives

Winter
ENGL 221 Sophomore Seminar II (3)
JNL 230 News Writing I (4) or
WR 220, 242, or 243 (3-4)
Modern Language (4)
General Education electives

Spring
ENGL 201 Shakespeare (4)
ENGL 222 Sophomore Seminar III (3)

WR 220 Meth Tutuoring Writing (3) or
JNL 230 News Writing I (4)
Modern Language (4)
General Education electives
Admission to program

TYPICAL THIRD YEAR CURRICULUM
Fall
ENGL 371 or 381 (4)
WR 342 Intermediate Poetry (3)
General Education
Upper-division electives

Winter
ENGL 372 or 382 (4)
ENGL 390 or 395 (4)
General Education
Upper-division electives

Spring
ENGL 446 Critical Theory (4)
ENGL elective (4)
General Education
Upper-division electives

TYPICAL FOURTH YEAR CURRICULUM
Fall
ENGL 401 Research (2)
General Education
Upper-division electives
Application for Graduation

Winter
ENGL 403 Capstone (2)
ENGL 390 or 395 (4)
General Education
Upper-division electives

Spring
ENGL 406 Presentation/Publication (1)
ENGL elective (4)
General Education
Upper-division electives

TYPICAL ONLINE FOUR YEAR CURRICULUM:
ENGLISH STUDIES CONCENTRATION
(Note: for clarity, this list illustrates only fall, winter, and spring quarter course rotations to help students best plan their selections and should be used in conjunction with the English degree requirements. Please consult the appropriate pages for the Requirements for the Bachelor of Arts in English degree with a concentration in English Studies as you make your choices. Please see appropriate pages for course rotations for the Rhetoric and Culture and Writing Concentrations.)

In all three concentrations, students should carefully consult with and follow recommendations of their advisers for timely completion of General Education and degree requirements. Students should also be mindful of selecting courses that satisfy prerequisite requirements as they move through the program. In general, during the first two years of study, students should plan to complete General Education requirements,
the modern language requirement for the Bachelor of Arts degree, and the lower-division core requirements in English and Writing. In most cases, two full years of coursework at the upper division level will be required for each concentration.

**TYPICAL FIRST YEAR CURRICULUM**
At the Freshman level, students should plan to complete all 100 level prerequisites for 200 level courses: any 100-level literature course and two of the following: WR 121 Expository Prose, WR 122 Argumentative Writing, WR 123 Research Writing, and/or WR 131 Exploratory Prose.

<table>
<thead>
<tr>
<th>Fall</th>
<th>100-level ENGL (3-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 121 Expository Prose Writing (4)</td>
<td></td>
</tr>
<tr>
<td>SPAN 107 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter</th>
<th>WR 122 Argumentative Writing (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 108 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>WR 281 Writing In The Community (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 109 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education electives</td>
<td></td>
</tr>
</tbody>
</table>

**TYPICAL SECOND YEAR CURRICULUM**
Fall
ENGL 220 Sophomore Seminar I (3)
WR 243 Creative Writing Screenwriting (3)
SPAN 207 (4)
General Education electives

<table>
<thead>
<tr>
<th>Winter</th>
<th>ENGL 201 Shakespeare (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 221 Sophomore Seminar II (3)</td>
<td></td>
</tr>
<tr>
<td>WR 248 Introduction To Writing In The Genres (3)</td>
<td></td>
</tr>
<tr>
<td>SPAN 208 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education electives</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>ENGL 222 Sophomore Seminar III (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 220 Methods Of Tutoring (3)</td>
<td></td>
</tr>
<tr>
<td>SPAN 209 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education electives</td>
<td></td>
</tr>
</tbody>
</table>

**TYPICAL THIRD YEAR CURRICULUM**
Fall
ENGL 371 or 381 (4)
ENGL/WR elective (3-4)
General Education
Upper-division electives

<table>
<thead>
<tr>
<th>Winter</th>
<th>ENGL 372 or 382 (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 390 or 395 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Upper-division electives</td>
<td></td>
</tr>
</tbody>
</table>

**TYPICAL FOURTH YEAR CURRICULUM**
Fall
ENGL 401 Research (2)
ENGL elective (2-4)
General Education
Upper-division electives
Application for Graduation

<table>
<thead>
<tr>
<th>Winter</th>
<th>ENGL 403 Capstone (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 390 or 395 (4)</td>
<td></td>
</tr>
<tr>
<td>General Education</td>
<td></td>
</tr>
<tr>
<td>Upper-division electives</td>
<td></td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR THE ENGLISH MINOR:**

**ENGLISH STUDIES EMPHASIS**
1. A minimum of 30 graded credits in English is required with a minimum of 15 upper division. A minimum of 10 credits applied to the minor must be taken at Eastern Oregon University. A minimum of “C-“ or better is required in each course counting toward the minor, but a cumulative grade of “C” (2.00) is required for completion of the minor. Should this minor be combined with another English/Writing minor as part of a Liberal Studies degree, no more than one course should overlap with the other minor. Please note: Prerequisites may not be taken as corequisites.

Prerequisites: (not counted in 30-credit minimum)
100-level ENGL (3-4)
WR 121 Expository Prose Writing (3)

Required Courses (Choose 2)
ENGL 221 Sophomore Seminar II (Winter; 3)
ENGL 201 Shakespeare (4)

Take two of the following:
ENGL 371 British Literature Before 1800 (Fall; 4)
ENGL 372 British Literature After 1800 (Winter; 4)
ENGL 381 American Literature Before 1865 (Fall; 4)
ENGL 382 American Literature After 1865 (Winter; 4)

Electives
A minimum of 15 credits in ENGL and WR
- Minimum 7 of which must be upper division (300+),
- Minimum 9 of which must be from ENGL, and
- Minimum half of which must be courses of at least three credits.
Courses with the same numbers but different content (ENGL 322, 339, 390, 395, 422, 436, and 448) may be repeated for credit. Advisers should indicate when submitting the graduation application whether a repeated course counts for additional credit or whether a student is retaking the course for a different grade.

**RECOMMENDED FOUR YEAR CURRICULUM FOR FUTURE K-12 TEACHERS FOR NATIONAL TESTING AND CLASSROOM PREPARATION:**
(Note: for clarity, this list illustrates only fall, winter, and spring quarter course rotations to help students best plan their selections and should be used in conjunction with the English degree requirements. Please consult the appropriate pages for the Requirements for the Bachelor of Arts in English degree options. Please see appropriate pages for course rotations for English Studies, Rhetoric and Culture, and the Writing Concentration.)

In all three concentrations, students should carefully consult with and follow recommendations of their advisers for timely completion of General Education and degree requirements. Students should also be mindful of selecting courses that satisfy prerequisite requirements as they move through the program. In general, during the first two years of study, students should plan to complete General Education requirements, the Modern Language requirement for the Bachelor of Arts degree, and the core requirements in English and Writing. In most cases, two full years of coursework at the upper division level will be required for each concentration.

**TYPICAL FIRST YEAR CURRICULUM**
In the first year, students should plan to complete all 100 level prerequisites for 200 level courses: WR 121 Expository Prose or WR 131 Exploratory Prose and any 100 level literature course ENGL 107 World Literature highly recommended). In addition, students should plan to complete WR 241 Introduction to Fiction Writing, WR 242 Introduction To Poetry Writing, or WR 248 Introduction To Writing In The Genres within the first two years because it is a prerequisite for upper-level creative writing.

**Fall**
- WR 121 Expository Prose Writing (4) or
- WR 131 Exploratory Prose Writing (4)
- ENGL 104 Introduction to Literature (4) or
- ENGL 107 World Literature I (3)
- General Education electives
- Modern Language electives

**Winter**
- ENGL 254 Writers of Americas (4)
- WR 241 Introduction To Fiction Writing (3)
- General Education electives
- Modern Language electives

**Spring**
- WR 222 Introduction To Rhetoric (3)
- General Education electives
- Modern Language electives

**TYPICAL SECOND YEAR CURRICULUM**
**Fall**
- WR 220 Methods Of Tutoring (3) recommended
- WR 222 Introduction To Rhetoric (3) recommended
- ENGL 220 Sophomore Seminar:Rhetoric & Literacy (3)
- General Education electives
- Modern Language electives

**Winter**
- ENGL 220 Sophomore Seminar Literary/Film Analysis (3)
- WR 230 News Writing I (4)
- General Education electives
- Modern Language electives

**Spring**
- ENGL 201 Shakespeare (4) highly recommended
- ENGL 222 Sophomore Seminar: The Creative Process (3)
- General Education electives
- Modern Language electives

**TYPICAL THIRD YEAR CURRICULUM**
**Fall**
- ENGL 371 British Literature Before 1800 (4) or
- ENGL 381 American Literature Before 1865 (4) recommended
- WR 360 Literacy Discrimination & Power (4) recommended
- WR 351 Professional Editing/Publishing (3) recommended
- Upper division electives mostly outside English/Writing

**Winter**
- ENGL 372 British Literature After 1800 (4) or
- ENGL 382 American Literature After 1865 (4) recommended
- ENGL 390 Multicultural Literature/Film (4) recommended
- WR 341 Intermediate Fiction (3) recommended
- Upper division electives mostly outside English/Writing

**Spring**
- ENGL 316 Approaches to Grammar (4)
- WR 348 Intermediate Writing In The Genres (4) or WR 342 Intermediate Poetry (3) recommended
- Upper division electives mostly outside English/Writing

**TYPICAL FOURTH YEAR CURRICULUM**
**Fall**
- ENGL/WR 401 Research (2)
- Upper division electives mostly outside English/Writing

**Winter**
- ENGL/WR 403 Capstone (2)
- Upper division electives mostly outside English/Writing

**Spring**
- ENGL/WR 406 Presentation/Publication (1)
- ENGL/WR 409 Practicum (1) recommended
- Upper division electives mostly outside English/Writing

**CAPSTONE PROJECTS IN THE ENGLISH DEGREE**
English majors in all three degree concentrations need to develop and complete a capstone project before graduation. Seniors will enroll in the following three course sequence: ENGL 401 Research (2) Fall, ENGL 403 Capstone (2) winter, and ENGL 406 Presentation/Publication (1) spring. Specific procedures, guidelines, and due dates are discussed in each
course for the completion of this three course sequence requirement.

**TYPICAL FOUR YEAR CURRICULUM: RHETORIC AND CULTURE CONCENTRATION**

(Note: for clarity, this list illustrates only fall, winter, and spring quarter course rotations to help students best plan their selections and should be used in conjunction with the English degree requirements. Please consult the appropriate pages for the Requirements for the Bachelor of Arts in English degree with an emphasis in Rhetoric and Culture as you make your choices. Please see appropriate pages for course rotations for English Studies and Writing Concentrations.)

In all three concentrations, students should carefully consult with and follow recommendations of their advisers for timely completion of General Education and degree requirements. Students should also be mindful of selecting courses that satisfy prerequisite requirements as they move through the program. In general, during the first two years of study, students should plan to complete General Education requirements, the Modern Language requirement for the Bachelor of Arts degree, and the core requirements in English and Writing. In most cases, two full years of coursework at the upper division level will be required for each concentration.

**TYPICAL FIRST YEAR CURRICULUM RHETORIC AND CULTURE CONCENTRATION**

In the first year, students should plan complete all 100-level prerequisites for 200-level courses: WR 121 Expository Prose, one additional 100-level writing course (122, 123, or 131) and any 100-level literature course.

**Fall**
- WR 121 Expository Prose Writing (4)
- ENGL 104 Introduction to Literature (4)
- ENGL 107 World Literature I (3)
- General Education electives
- Modern Language electives

**Winter**
- WR 122 Argumentative Writing (4)
- WR 242 Introduction To Poetry (3)
- General Education electives
- Modern Language electives

**Spring**
- WR 220 Methods Of Tutoring (3)
- ENGL 201 Shakespeare (4)
- General Education electives
- Modern Language electives

**TYPICAL SECOND YEAR CURRICULUM**

**Fall**
- WR 222 Introduction To Rhetoric (3)
- ENGL 220 Sophomore Seminar I (3)
- General Education electives
- Modern Language electives

**Winter**
- ENGL 221 Sophomore Seminar II (3)
- JNL 230 News Writing I (4)
- General Education electives
- Modern Language electives

**TYPICAL THIRD YEAR CURRICULUM**

**Fall**
- ENGL 371 or 381 (4)
- WR 351 Professional Editing & Publishing (3)
- Upper division electives mostly outside ENGL/WR

**Winter**
- ENGL 372 or 382 (4)
- WR 493 Writing Theory (3)
- Upper division electives mostly outside ENGL/WR

**Spring**
- WR 330 Digital Rhetoric (3)
- HUM 328 Interdisciplinary Rhetoric (3)
- Upper division electives mostly outside ENGL/WR

**TYPICAL FOURTH YEAR CURRICULUM**

**Fall**
- ENGL/WR 401 Research (2)
- Upper division electives (at least 4 more in ENGL/WR)

**Winter**
- WR 393 Rhetoric Of Public Culture (3)
- ENGL/WR 403 Capstone (2)
- Upper division electives mostly outside ENGL/WR

**Spring**
- ENGL/WR 406 Publication/Publication (1)
- Upper division electives mostly outside ENGL/WR

**REQUIREMENTS FOR THE ENGLISH MINOR: RHETORIC AND CULTURE EMPHASIS**

1. A minimum of 30 graded credits in English/Writing is required.

**Required Courses**
- ENGL 220 Sophomore Seminar I (3)
- WR 222 Introduction To Rhetoric (3)

Choose at least 1 from the following:
- WR 220 Methods Of Tutoring (3)
- WR 360 Literacy Discrimination & Power (3)
- ENGL 316 Approaches To Grammar (4)

Choose at least 1 from the following:
- WR 320 Professional Writing (3)
- WR 330 Digital Rhetoric (3)

Choose at least 2 from the following:
- WR 281 Writing In The Community (3)
- HUM 328 Interdisciplinary Rhetoric (3)
- WR 393 Rhetoric Of Public Culture (3)
Choose the remaining 11-12 credits from English or Writing at the 200-level or above, with a minimum of 6 credits in literature.

2. At least 15 of the 30 credits must be upper-division.

3. A minimum of 10 credits applied to the minor must be taken at Eastern Oregon University

4. A “C-” or better is required in each course counting toward the minor, but a cumulative GPA of “C” (2.00) is required for completion of the minor.

TYPICAL FOUR YEAR CURRICULUM:
WRITING CONCENTRATION
(Note: for clarity, this list illustrates only fall, winter, and spring quarter course rotations to help students best plan their selections and should be used in conjunction with the English degree requirements. Please consult the appropriate pages for the Requirements for the Bachelor of Arts in English degree with an emphasis in Writing as you make your choices. Please see appropriate pages for course rotations for English Studies and Rhetoric and Culture.)

In all three concentrations, students should carefully consult with and follow recommendations of their advisers for timely completion of General Education and degree requirements. Students should also be mindful of selecting courses that satisfy prerequisite requirements as they move through the program. In general, during the first two years of study, students should plan to complete General Education requirements, the Modern Language requirement for the Bachelor of Arts degree, and the core requirements in English and Writing. In most cases, two full years of coursework at the upper division level will be required for each concentration. Students should be mindful that many courses at the 300 and 400 levels are offered on an odd year or even year rotation. Students must earn a minimum of 30 upper division credits in required courses for the writing concentration.

TYPICAL FIRST YEAR CURRICULUM
WRITING CONCENTRATION
At the Freshman level, students should plan to complete all 100 level prerequisites for 200 level courses: WR 121 Expository Prose or WR 131 Exploratory Prose and any 100 level literature course.

Fall
WR 121 Expository Prose Writing (4)
WR 131 Exploratory Prose Writing (4)
ENGL 104 Introduction to Literature (4) or
ENGL 107 World Literature I (3)
Plus General Education electives and Modern Language electives

Winter
ENGL 195 Introduction to Film (4) or
ENGL 108 World Literature II (3)
WR 122 Argumentative Writing (4)
Plus General Education electives and Modern Language electives

TYPICAL SECOND YEAR CURRICULUM
Fall
WR 241 Introduction To Fiction Writing (4)
JNL 230 News Writing I (4)
ENGL 220 Sophomore Seminar:Rhetoric & Literacy (3)
Plus General Education electives and Modern Language electives

Winter
WR 242 Introduction To Poetry Writing (3) or
WR 243 Screenwriting Fundamentals (3) or
WR 248 Introduction To Writing In The Genres (3)
ENGL 221 Sophomore Seminar:Literacy/Film Analysis (3)
Plus General Education electives and Modern Language electives

Spring
WR 281 Writing In The Community (3)
ENGL 222 Sophomore Seminar:The Creative Process (3)
Plus General Education electives and Modern Language electives

TYPICAL THIRD YEAR CURRICULUM
Fall
ENGL 371 British Literature Before 1800 (4) or
ENGL 381 American Literature Before 1865 (4)
WR 351 (even years) Professional Editing and Publishing (3)
Upper division electives in ENGL/WR

Winter
ENGL 372 British Literature After 1800 (4) or
ENGL 382 American Literature After 1865 (4)
WR 341 Intermediate Fiction Writing (3)
Upper division electives in ENGL/WR

Spring
WR 342 Intermediate Poetry Writing (3)
WR 348 Intermediate Writing In The Genres (4)
Upper division electives in ENGL/WR

TYPICAL FOURTH YEAR CURRICULUM
Fall
WR 442 (even years) Advanced Poetry (3) or
WR 441 (odd years) Advanced Fiction (3)
ENGL/WR 401 Research (2)
Upper division electives in ENGL/WR

Winter
ENGL/WR 403 Capstone (2)
Upper division electives in ENGL/WR
Spring
ENGL/WR 406 Presentation/Publication (1)
Upper division electives in ENGL/WR

REQUIREMENTS FOR THE ENGLISH MINOR:
WRITING EMPHASIS
1. A minimum of 30 graded credits in English is required. Students should first take the required 13 credits at the 200-level, and then select the remaining credits from each of the two elective groups.

Required Courses
ENGL 222 Sophomore Seminar I: The Creative Process (3)
WR 222 Introduction To Rhetoric (3)

(Choose 1 of 4 below)
WR 241 Introduction To Fiction Writing (3)
WR 242 Introduction To Poetry Writing (3)
WR 243 Screenwriting Fundamentals (3)
WR 248 Introduction To Writing In The Genres (3)

Choose at least 3 credits from the following:
WR 220 Methods Of Tutoring (3)
JNL 230 News Writing I (4)
WR 281 Writing In The Community (3)

Choose at least 9 credits from the following:
WR 341 Intermediate Fiction Writing (3)
WR 342 Intermediate Poetry Writing (3)
WR 348 Intermediate Writing In The Genres (4)
WR 351 Professional Editing & Publishing (3)
WR 441 Advanced Fiction (3)
WR 442 Advanced Poetry (3)
WR 451 Individual Projects in Writing (1-2)

Electives:
Choose the remaining 9-12 credits from either ENGL or WR at the upper division level, with a minimum of 6 credits in literature.

2. At least 15 hours of the 30 credits must be upper-division.

3. A minimum of 10 graded credits applied to the minor must be taken at Eastern Oregon University.

4. A “C-” or better is required in each course counting toward the minor, but a cumulative GPA of “C” (2.00) is required for completion of the minor.

CAPSTONE PROJECTS IN THE ENGLISH DEGREE
English majors in all three degree concentrations need to develop and complete a capstone project before graduation. Seniors will enroll in the following three-course sequence: ENGL 401 Research (2) Fall, ENGL 403 Capstone (2) winter, and ENGL 406 Presentation/Publication (1) spring. Specific procedures, guidelines, and due dates are discussed in each course for the completion of this three course sequence requirement.

INTERDISCIPLINARY WRITING AND RHETORIC MINOR
(This minor is also available online/onsite)

PROGRAM OBJECTIVES
This minor will provide both breadth and depth in writing for students in any discipline or career field. Students in the IDWR minor will:

− study writing using a variety of theoretical means, developed through courses from several disciplines

− discover some of the commonalities of language use across disciplines, and also some of the differences between discipline-specific rhetorics

− explore the relationships between language and knowledge and between academic literacies and other professional, public, and private literacies.

The minor is specifically designed to help students become effective and reflective speakers, writers, and listeners in a variety of contexts.

LEARNING OUTCOMES
The IDWR minor is designed to help students become effective and reflective speakers, writers, and listeners in a variety of contexts, emphasizing theories and practices of written communication applicable to students in any major or career field.

Students in the IDWR minor will:

− Gain an advanced understanding of the related acts of communication and persuasion in a variety of disciplines and contexts

− Learn to analyze language from several perspectives, including the rhetorical and philosophical

− Learn and apply advanced principles of argumentation, rhetorical theory, and critical thinking

− Explore the relationship between academic literacies and other literacies

REQUIREMENTS FOR THE INTERDISCIPLINARY WRITING AND RHETORIC MINOR
1. A minimum of 30 graded credits is required.

Required Courses
PHIL 103 Critical Thinking (5)
WR 222 Introduction To Rhetoric (3)
HUM 328 Interdisciplinary Rhetoric (3)

Electives (A minimum of 19 credit hours chosen from the following groups)

Group 1
Complete a minimum of 6 credit hours from the following:
MM 350 Multimedia Theory (3)
SCI 317 Advanced Science Writing (3)
WR 206 Applied Discourse Theory (3)
WR 220 Methods of Tutoring Writing (3)
WR 320 Technical Writing (3)
WR 330 Digital Rhetoric (3)
WR 493 Writing Theory (3)
Group 2
Complete a minimum of 13 credit hours from the following:

ANTH 356 Language & Culture (5)
BA 225 Report Writing (4)
ENGL 315 Introduction to Applied Linguistics (4)
ENGL 316 Approaches to Grammar (4)
GEOG 319 Environmental Report Writing (3)
GERM 334 Composition & Communication (3)
MM 225 Multimedia Applications (3)
BA 225 Business Communication (3)
SPAN 322 Writing for the Bilingual (3)
POLS 330 Simulation Politics (5)
WR 230 News Writing I (4)
WR 243 Screenwriting Fundamentals (4)
WR 351 Professional Editing & Publishing (3)

You may also include BA 407, HUM 310, LIB 307, WR 210, WR 310, and WR 409 in electives Group 2 with approval by the Inter-disciplinary Writing and Rhetoric minor adviser.

2. At least 15 hours of the 30 credits must be upper-division.

3. A minimum of 10 graded credits applied to the minor must be taken at Eastern Oregon University.

4. A “C-” or better is required in each course counting toward the minor, but a cumulative GPA of “C” (2.00) is required for completion of the minor.

TYPICAL FOUR YEAR CURRICULUM:
INTERDISCIPLINARY WRITING & RHETORIC MINOR
Please keep in mind that this is only a sample. The flexibility of the minor makes it difficult to prescribe exactly which courses students should take and when they should take them. In general, you should try to move in ascending order of course numbers, from 100-level courses, to 200-level, to 300-level.

TYPICAL FIRST YEAR CURRICULUM
PHIL 203 Critical Thinking (3)
WR 121 Introduction to Expository Writing (4)

TYPICAL SECOND YEAR CURRICULUM
MM 225 Multimedia Applications (3)
WR 206 Applied Discourse Theory (3)
WR 222 Introduction To Rhetoric (3)

TYPICAL THIRD YEAR CURRICULUM
GEOG 319 Environmental Report Writing (3)
HUM 328 Interdisciplinary Rhetoric (3)
WR 351 Professional Editing & Publishing (3)

TYPICAL FOURTH YEAR CURRICULUM
ANTH 356 Language & Culture (5)
SCI 317 Advanced Science Writing (3)
WR 320 Technical Writing (3)
WR 330 Digital Rhetoric (3)

ENGLISH COURSE DESCRIPTIONS
ENGL 104- Intro to Lit*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Study of at least two basic forms of literary expression such as fiction, poetry, drama, or film, organized by theme or genre. Emphasis is on careful reading and guided analysis of representative works ranging from classic to contemporary. Prerequisite: College-level reading and writing skills.

ENGL 107- World Literature I*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A survey of literatures of the ancient western and nonwestern world organized to include study of at least one of the following: folklore, mythology, epics, and classical ancient texts. Prerequisite: College-level reading and writing skills.

ENGL 108- World Literature II*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A survey of literature of the medieval through early modern western and non-western world organized to include study of at least one of the following: major authors, literary movements, multicultural focus, major themes, major genres, and under-represented works. Prerequisite: College-level reading and writing skills.

ENGL 109- World Literature III*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
A survey of literature of the 20th century western and nonwestern world organized to include study of at least one of the following: major authors, literary movements, multicultural focus, major themes, major genres, under-represented works, auteurs and the development of film. Prerequisite: College-level reading and writing skills.

ENGL 110- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: College-level reading and writing skills.

ENGL 195- Introduction To Film*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
An introductory course in the aesthetics of film, which focuses on film as an art form. Students will study representative films to understand the compositional elements of production, cinematography, editing, mise-en-scene, and sound in primarily narrative films. Prerequisite: College-level reading and writing skills.

ENGL 199- World Cinema*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A sampling of classic and contemporary films from around the world. The course emphasizes critical understanding of international cinematic themes and forms. Prerequisite: College-level reading and writing skills.

ENGL 201- Shakespeare*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Study of selected comedies, tragedies, and historical plays. Prerequisite: WR 121, Any 100-level English course highly recommended.

ENGL 205- Wrtrs of British Isles*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A study of writers from The British Isles centered on a theme, an historical era, or representative writers. Prerequisite: WR 121, Any 100-level English course highly recommended.
ENGL 206- Appld Lit Criticism*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Study of selected critical approaches to literature, with emphasis on writing critiques of literary works. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 207- Applied Film Criticism Credits: 3.00
An introduction to a wide range of critical traditions, including popular journalistic and academic film criticism. Prerequisite: ENGL 195 or 199, and college-level reading and writing skills.

ENGL 209- Practicum Credits: 1.00 TO 5.00
Practicum projects designed for either classroom or work experiences. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 210- Special Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 220 – Sophomore Seminar:Rhetoric & Literacy*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An introduction to the disciplines of rhetoric and literacy studies, with an emphasis on foundational readings and analysis of texts, communities, and practices. Prerequisites: WR 121 with C- or better and sophomore standing, or consent of instructor.

ENGL 221 – Sophomore Seminar: Literary/Film Analysis Credits: 3.00
An introduction to literary and film analysis as enhancing the intellectual pleasure of aesthetic experience. The course will examine the reader/viewer’s role in interpretation, the application of literary/film theories as lenses through which the reader/viewer constructs interpretation, and the content and structure of written analysis as a contribution to scholarly dialogue. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 222 – Sophomore Seminar III: Creative Process Credits: 3.00
An introduction to the study of the creative process in several literary genres and periods. Individual courses will focus on topics such as the writer and her influences, the writer as activist, the writer and interdisciplinary discourse, the writer as translator, using genres such as the novel, the graphic novel, short fiction, poetry, drama, film, or the essay. Prerequisites: WR 121 or 131 and any 100-level ENGL course, sophomore standing.

ENGL 239- Genres*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Introduction to the study of literary genres. Individual courses will focus on genres such as the novel, short fiction, poetry, drama, film, or the essay. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 254- Writers Of Americas*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A study of writers from the western hemisphere centered on a theme, an historical era, or representative writers. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 257- Lit/Film Amer West*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A survey of the literature of the Trans-Mississippi West from indigenous tales and myths to the most recent literature and film. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 310- Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 315- Intro Appld Ling*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Introduction to the study of language (phonology, morphology, syntax, semantics) with special emphasis on the differences between spoken and written discourse. Discussion topics include the relation of linguistics to the composing process, the difference between prescriptive and linguistic notions of grammar, and the application of linguistics to the study of literature. Prerequisite: Student must have at least junior standing to register for this course.

ENGL 316- Approaches Grammar*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Study of various traditional and nontraditional approaches to grammar with specific applications to and illustrations from the field of composition. Special consideration will be given to the linguistic and rhetorical theories that inform the study of grammar. Prerequisite: Student must have at least junior standing to register for this course.

ENGL 322- Historical Literature/Film Credits: 4.00
Intensive study of one historical period of literature or film. Individual courses will focus on periods such as classical, medieval, Renaissance, 18th century British literature, Victorian literature, 20th century literature before 1950, or a period of film. Prerequisite: WR 121, one 100-level ENGL course and junior standing or consent of instructor.

ENGL 339- Genres*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A study of writers from the western hemisphere centered on a theme, an historical era, or representative writers. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 350- Applied Film Criticism Credits: 3.00
An introduction to a wide range of critical traditions, including popular journalistic and academic film criticism. Prerequisite: ENGL 195 or 199, and college-level reading and writing skills.

ENGL 355- Practicum Credits: 1.00 TO 5.00
Practicum projects designed for either classroom or work experiences. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 360- Special Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: WR 121. Any 100-level English course highly recommended.

ENGL 361 – Sophomore Seminar: Writing*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An introduction to the disciplines of rhetoric and literacy studies, with an emphasis on foundational readings and analysis of texts, communities, and practices. Prerequisites: WR 121 with C- or better and sophomore standing, or consent of instructor.

ENGL 362 – Sophomore Seminar: Literary/Film Analysis Credits: 3.00
An introduction to literary and film analysis as enhancing the intellectual pleasure of aesthetic experience. The course will examine the reader/viewer’s role in interpretation, the application of literary/film theories as lenses through which the reader/viewer constructs interpretation, and the content and structure of written analysis as a contribution to scholarly dialogue. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 363 – Sophomore Seminar III: Creative Process Credits: 3.00
An introduction to the study of the creative process in several literary genres and periods. Individual courses will focus on topics such as the writer and her influences, the writer as activist, the writer and interdisciplinary discourse, the writer as translator, using genres such as the novel, the graphic novel, short fiction, poetry, drama, film, or the essay. Prerequisites: WR 121 or 131 and any 100-level ENGL course, sophomore standing.

ENGL 364 – Sophomore Seminar IV: Literary/Film Analysis Credits: 3.00
An introduction to literary and film analysis as enhancing the intellectual pleasure of aesthetic experience. The course will examine the reader/viewer’s role in interpretation, the application of literary/film theories as lenses through which the reader/viewer constructs interpretation, and the content and structure of written analysis as a contribution to scholarly dialogue. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 371 – British Literature Before 1800 Credits: 4.00
A study of writers of the British Isles before 1800 with particular
ENGL 372 – British Literature After 1800 Credits: 4.00
A study of writers of the British Isles after 1800 with particular attention to literature as an aesthetic response to changing concepts of the real. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 381 – American Literature Before 1865 Credits: 4.00
This course begins with an examination of American literature with the early narratives of exploration and discovery of the Americas and concludes with texts written just prior to the Civil War. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 382 – American Literature After 1865 Credits: 4.00
This course will survey major trends and writers in American literature from the end of the Civil War to the present; examine the shift in the late 19th century to Romanticism to Realism and Naturalism and the 20th century experiments of Modernism and Post-Modernism; and explore how the alternative voices of Native Americans, African Americans, immigrants, and others intersect with these movements and offer other views of the definitions and uses of “American literature”. Prerequisites: WR 121 and one 100-level ENGL course.

ENGL 390 - Multicultural Literature/Film Credits: 2.00 TO 4.00
Intensive study of one or more of the following: women, minority, or regional writers; popular or folk texts; literature in translation; film. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 395 - Gender in Lit/Film*AEH Credits: 2.00 TO 4.00
Gen Ed Core-Aesthetics & Humanities
Intensive study of gender theories in relation to the production and interpretation of literary texts and/or film. Prerequisite: ENGL 104, any 200-level English course. Student must have at least sophomore standing to register for this course.

ENGL 401 - Research Credits: 1.00 TO 5.00
Research projects including capstone research. Repeatable for credit with different projects. Prerequisites: ENGL 220 and 222.

ENGL 403 - Capstone Credits: 2.00
Culminating student project resulting from individual research. Prerequisite: ENGL/WR 401.

ENGL 405 - Reading and Conference Credits: 1.00 TO 15.00
Intensive individual study of a literary figure, theme, or genre not normally included in regular course offerings. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 406 - Publication/Presentation Credits: 1.00
Presentation, publication, and/or community service projects, including capstone project. Repeatable for credit with different projects. May not duplicate practicum work. Prerequisites: ENGL 220, 221, or 222.

ENGL 409 - Practicum Credits: 1.00 TO 5.00
Selected students gain practical, supervised experience in working on the newspapers, literary magazines, or assisting students with course work in the area of ENGL/WR. Prerequisite: Student must have at least junior standing to register for this course.

ENGL 410 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: Student must have at least junior standing to register for this course.

ENGL 422 - Contemporary Literature/Film Credits: 2.00 TO 4.00
Intensive study of selected literary and/or film works from the period since about 1950, with focus on the British/American and world traditions. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 436 - Literary/Film Themes Credits: 2.00 TO 4.00
In-depth study of a major theme in one or more genres, historical periods, or authors. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 446 - Critical Theory*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A study of selected principles underlying literary criticism and analysis, with focus on both historical and contemporary theorists. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 448 - Major Authors/Auteurs Credits: 2.00 TO 5.00
Detailed study of one or more major writers or directors including critical analyses of selected major works. Prerequisite: WR 121, one 100-level ENGL course, and junior standing or consent of instructor.

ENGL 470 - Teaching Writ, Lang, Lit./Film Credits: 6.00
Study of materials and methodology in the teaching of language arts. Practical related activities and experiences. Prerequisite: Admission to teacher education program. Student must have at least junior standing to register for this course.

ENGL 472 - Problems in English Teaching Credits: 2.00 TO 5.00
Opportunity to deal intensively with particular needs or concerns confronting teachers. Prerequisite: Admission to teacher education; ENGL 470 or equivalent. Student must have at least junior standing to register for this course.

ENGL 505 - Research Credits: 1.00 TO 15.00
Individual projects at the graduate level. Prerequisite: Graduate standing and an English minor or equivalent. Student must have graduate standing to register for this course.
ENGL 507- Seminar Credits: 1.00 TO 15.00
Seminars projects at the graduate level. Prerequisite: Graduate standing and an English minor or equivalent. Students must have graduate standing to register for this course.

ENGL 525 - Contemporary Literature Credits: 2.00 TO 5.00
In-depth study of selected works, themes, and recent developments in contemporary American, English, or world literature or film. Prerequisite: Graduate standing and an English minor or equivalent. Students must have graduate standing to register for this course.

ENGL 571 - Curric. Develop. in Engl Educ Credits: 2.00 TO 5.00
Study of current research, issues, and trends in English education. Prerequisite: Graduate standing and an English minor or equivalent. Students must have graduate standing to register for this course.

WRITING COURSE DESCRIPTIONS

WR 040 - Basic Skills Writing Credits: 4.00
Intensive college-level practice in writing for students with pre-college skills. Introduction to the composing process and rhetorical awareness through collaboration with teacher, classmates, and tutor, with special emphasis on writing to learn. Evaluated writing focused at level of paragraph and sentence. Prerequisite: TSWE score of 20-30 and a satisfactory in-class diagnostic essay.

WR 110 - Special Topics in Writing Credits: 1.00 TO 6.00
Pre-program admission study for the exceptional student of a subject, author, genre, or period in rhetoric, poetry, fiction or non-fiction. Prerequisite: Consent of instructor.

WR 112 - Wrtng Engl 2nd Lang I Credits: 4.00

WR 113 - Wrtng Engl 2nd Lang II Credits: 4.00

WR 115 - Intro College Writing Credits: 4.00
Intensive college-level practice in writing for students with pre-college skills. Students extend and enhance control of composing and rhetorical processes. Basic mastery of keyboarding skills is expected.

WR 116 - Intro To College Writing 2 Credits: 4.00
Continued intensive college-level practice in writing for students with pre-college skills. Students extend and enhance control of composing and rhetorical processes. Basic mastery of keyboarding is expected. Prerequisite: Satisfactory progress in WR 115.

WR 121 - Expos Prose Writing*GTW Credits: 4.00
Gen Ed Core-Gateway
College-level practice of writing skills with a special emphasis on writing analytically, usually about texts. Students learn to adapt their writing processes to the rhetorical constraints of academic writing. Prerequisite: Completion of WR 115 and a satisfactory in-class diagnostic essay or Accuplacer placement in WR 121.

WR 122 - Argumentative Writing*GTW Credits: 4.00
Gen Ed Core-Gateway
Emphasizes critical reading, methods of argumentation, and evaluation of different types of evidence while also offering continued practice in developing a disciplined academic writing process. Selected rhetorical theories from the ancient to the contemporary periods are introduced. Prerequisite: WR 121 with a C- or better.

WR 123 - Research Writing*GTW Credits: 4.00
Gen Ed Core-Gateway
Continues the focus of WR 121 with an emphasis on academic research: framing a research question, formulating a research strategy, finding and evaluating sources, and relating sources to each other and to the student’s own ideas on a topic. This course also emphasizes citing, documenting, and integrating source material in the student’s own text. Prerequisite: WR 121 with a C- or better.

WR 131 - Explor Prose Wr*APC Credits: 4.00
Gen Ed Core-Artistic Process & Creation
College-level review of writing using students’ experiences, observations, and perceptions. Students engage in regular rhetorical analysis, practice all stages of the writing process, and use various modes of discourse to become skillful at successful communicative writing with a wide range of audiences. Prerequisite: Satisfactory in-class diagnostic essay or Accuplacer placement in WR 121.

WR 203 - Discourse Study Credits: 2.00

WR 206 - Applied Discourse Theory Credits: 3.00
Study of selected theoretical approaches and materials for composition studies. Emphasis on analyzing texts and applying discourse theory to the students’ own writing and writing pedagogy. Prerequisite: WR 121.

WR 209 - Practicum Credits: 1.00 TO 5.00
Practicum projects designed for either classroom or work experiences. Prerequisite: WR 121 and any 100-level English course.

WR 210 - Special Topics Credits: 1.00 TO 6.00
Intermediate study of a subject, author, genre, or period in rhetoric, poetry, fiction, or non-fiction. Prerequisite: Consent of instructor.

WR 217 - Science Writing Credits: 3.00
Emphasis on the structure, style and rhetoric of science writing, including research articles, research proposals, and popular writing about science. Students will practice reading and writing a variety of discourses.

WR 220 - Meth Tutoring Writing Credits: 3.00
Study and practice in one-to-one conferencing skills in seminar discussion, small groups, and in the Writing Center. Interdisciplinary and multicultural approaches to tutoring and increasing computer literacy are emphasized. Prerequisite: WR 121.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WR 222</td>
<td>Introduction To Rhetoric* AEH</td>
<td>3.00</td>
<td>Introduction to rhetorical terms and principles emphasizing analysis of diverse rhetorical situations and modes of argument, and continued development of disciplined academic writing process. Prerequisite: WR 121 with a C- or better.</td>
</tr>
<tr>
<td>WR 241</td>
<td>Introduction To Fiction Writing*APC</td>
<td>3.00</td>
<td>Introductory course in writing fiction. Emphasis on drafting techniques, revising, peer criticism and the study of basic fictive techniques in the belles littles tradition. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>WR 242</td>
<td>Introduction To Poetry Writing*APC</td>
<td>3.00</td>
<td>An introductory course in writing poetry with an emphasis on drafting techniques, revising, peer criticism, and the study of basic poetic techniques in the belles littles tradition. Prerequisite: Sophomore standing.</td>
</tr>
<tr>
<td>WR 243</td>
<td>Screenwriting Fund*APC</td>
<td>3.00</td>
<td>Introduces students to the process of conceiving, pitching, developing, and writing stories (screenplays) appropriate for marketing in the contemporary Hollywood film environment. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>WR 248</td>
<td>Intro To Writing In Genres*APC</td>
<td>3.00</td>
<td>An introductory course in writing creative non-fiction with an emphasis on drafting techniques, revising, peer criticism, and the study of basic non-fiction techniques such as natural history, memoir, the personal essay, literary journalism, and multi-works. Prerequisites: Sophomore standing or consent of instructor.</td>
</tr>
<tr>
<td>WR 281</td>
<td>Writing In The Community*AEH</td>
<td>3.00</td>
<td>Introduction to writing in civic contexts, with an emphasis on local issues, organizations, and campaigns. Includes service learning component. Themes vary. Prerequisite: WR 121 with C- or better.</td>
</tr>
<tr>
<td>WR 310</td>
<td>Selected Topics in Writing</td>
<td>1.00 TO 6.00</td>
<td>Advanced study of a subject, author, genre, or period in rhetoric, poetry, fiction, non-fiction, or journalism. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>WR 320</td>
<td>Professional Writing</td>
<td>3.00</td>
<td>Emphasis on professional writing including documents such as reports, proposals, instructions, correspondence, and web pages. Includes a community service learning project. Prerequisite: WR 121 or equivalent. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>WR 329</td>
<td>Grantwriting</td>
<td>1.00 TO 3.00</td>
<td>Students gain practical understanding of grantwriting by working on grant projects. Repeatable for credit. Prerequisite: WR 121 or equivalent. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>WR 330</td>
<td>Digital Rhetoric</td>
<td>3.00</td>
<td>Study of writing and literacy in the context of digital technologies. Emphasizes the connections between the word and other media and on the nature of expression, communication, and argument in a networked environment. Prerequisite: Upper division standing or consent of instructor.</td>
</tr>
<tr>
<td>WR 341</td>
<td>Intermediate Fiction Writing</td>
<td>3.00</td>
<td>Intensive study of fictive theories and techniques in the belles littles tradition, with emphasis on the writing and criticism of student stories, and the study of ancient, modern, and international writers. Prerequisites: WR 241, 242, 243, or 248 and junior standing.</td>
</tr>
<tr>
<td>WR 342</td>
<td>Intermediate Poetry Writing</td>
<td>3.00</td>
<td>Intensive study of prosody, with emphasis on writing and critiquing student poems, studying ancient through modern poets in English and in translation, and poetic theories and techniques of the belles littles tradition. Prerequisites: WR 241, 242, 243, or 248 and junior standing.</td>
</tr>
<tr>
<td>WR 348</td>
<td>Intermediate Writing In The Genres</td>
<td>4.00</td>
<td>Intensive practice in writing in non-fiction literary genres that will vary year to year, but with an emphasis on developing a strong personal voice in literary works ideally suitable for publication. Prerequisites: WR 248, upper division standing, or consent of instructor.</td>
</tr>
<tr>
<td>WR 351</td>
<td>Prof Editing/Publishing</td>
<td>3.00</td>
<td>This cross-curricular course will focus on vocational skills that will be useful to students as graduates seeking professional positions in the publishing industry. Prerequisite: Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>WR 360</td>
<td>Literacy,Discrimination &amp;Power</td>
<td>3.00</td>
<td>Explores relationships between literacy and power in the United States, examining how literacies are differently defined, practiced, and distributed in different social and institutional contexts. Particular attention is given to public literacy debates and campaigns, and to discourses of race, nation, gender, region, and class that intersect them. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>WR 393</td>
<td>Rhetoric Of Public Culture*AEH</td>
<td>3.00</td>
<td>Introduction to contemporary rhetorical theories and methods and their application to public texts and persuasion in everyday life. Prerequisites: WR 121 and sophomore standing. WR 222 recommended but not required.</td>
</tr>
<tr>
<td>WR 401</td>
<td>Research</td>
<td>1.00 TO 5.00</td>
<td>Research projects including capstone research. Repeatable for credit with different projects. Prerequisites: ENGL 220 and 222.</td>
</tr>
</tbody>
</table>
WR 403 - Capstone Credits: 2.00
Culminating student project resulting from individual research. Prerequisite: ENGL/WR 401.

WR 406 – Publication/Presentation Credits: 1.00
Presentation, publication, and/or community service projects, including capstone project. Repeatable for credit with different projects. May not duplicate practicum work. Prerequisites: ENGL 220, 221, or 222.

WR 409 - Practicum Credits: 1.00 TO 5.00
Students gain practical experience by writing in a professional or pre-professional setting. The practicum integrates classroom study with planned, supervised, on-the-job writing, and may be accomplished in an actual or simulated setting. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

WR 410 - Special Topics Credits: 1.00 TO 6.00
Advanced study of a subject, author, genre, or period in rhetoric, poetry, fiction, non-fiction, or journalism. Prerequisite: Student must have at least junior standing to register for this course.

WR 421 - Adv Meth of Tutoring Wrtng Credits: 3.00
Experienced peer writing assistants in Eastern’s Writing Center, with the help of a selected faculty mentor across the disciplines, deepen their theory of practice. Seminar discussion, theory based reading in two writing center anthologies and an ethnographic rhetoric, plus practicum work in a faculty mentor’s classroom result in a Reflective Learning Essay and an original Research Project. Prerequisite: WR 220, at least two terms of tutoring in Eastern’s Writing Center and consent of instructor. Student must have at least junior standing to register for this course.

WR 436 – Themes In Writing & Rhetoric Credits 3.00
Advanced, integrated studies focused on rotating themes and the application of theories of rhetoric, literacy, writing, and/or culture. Prerequisites: WR 222 and junior standing or consent of instructor.

WR 441 - Advanced Fiction Credits: 3.00
Intensive writing and peer critiquing of student stories within the belletristic tradition, emphasizing the polishing of work for potential publication. Prerequisite: WR 342. Student must have at least junior standing to register for this course.

WR 442 - Advanced Poetry Credits: 3.00
Intensive writing and peer critiquing of student poems within the belletristic tradition, emphasizing the polishing of work for potential publication. Prerequisite: WR 341. Student must have at least junior standing to register for this course.

WR 451 - Projects in Writing Credits: 1.00 TO 5.00
Opportunity for the advanced student to write fiction, poetry, and non-fiction independently, with systematic direction through regular tutorials. Prerequisite: Completion of 96 hours of course work, consent of instructor, and a clear written statement of a proposed writing project. Student must have at least junior standing to register for this course.

WR 493 - Writing Theory Credits: 3.00
A study of selected principles underlying writing and composition, with focus on both historical and contemporary theorists. Prerequisite: WR 121, one literature course, upper-division standing or consent of instructor. WR 222 recommended but not required.

WR 521 - Adv Meth Tutor/Teachng Wr Credits: 3.00
Experienced peer writers deepen their theory of practice of one-to-one conferencing and classroom research. Seminar discussion of theory-based reading in anthologies, an ethnographic rhetoric, and a mix of Library Reserve readings result in original research written up as a critical-scholarly article submitted to a journal in the fields of composition, rhetoric, modern discourse analysis, linguistics, or pedagogy. Prerequisite: WR 220 (or an equivalent course), at least two terms of tutoring in Eastern’s (or another) writing center, and consent of instructor. Student must have graduate standing to register for this course.

WR 550 – Writing for Publication Credits: 4.00
Write and submit for publication teaching stories and articles about classroom practice and/or education leadership with teachers as the audience and grounded in current research. Prerequisites: ED 5XX Teacher Research; must be graduate, non-admitted graduate, or post-baccalaureate.
For a full description of the pre-approved Environmental Studies Program, please see Liberal Studies.

ENVIRONMENTAL STUDIES COURSE DESCRIPTIONS
ENV 200 – Intro To Env Studies Credits: 3.00
The course provides an introduction to the field of environmental studies. Students will be exposed to key concepts, issues, and environmental problems that are interdisciplinary in nature and will help students more firmly grasp the complex interrelationships between humans and the biophysical environment.

ENV 401 – Research Credits: 3.00
Students will undertake and complete a research project that represents a synthesis of learning in different disciplines from the Environmental Studies Program. This represents the senior capstone experience for students in the program. Prerequisite: Senior standing.

ENV 409 - Practicum/Internship Credits: 4.00 To 10.00
Practical internship with local/regional partners engaged in work related to the environment. Students gain practical experience but also must complete a scholarly component, as arranged between practicum advisor and supervisor (with coordinating organization). Prerequisite: Senior standing.

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 global, national, regional and local levels, while providing important academic understanding and practical skills that can lead to 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.

A minor in Geography is available.

PROGRAM OBJECTIVES FOR GEOGRAPHY
To investigate, analyze, and organize information regarding the interaction of humans with their environments and to consider this dynamic relationship in spatial terms.

To consider the physical and human characteristics of places and regions from a theoretical, practical, and perceptual perspective.

To examine the natural physical processes at work within the Earth’s atmosphere, lithosphere, hydrosphere, cryosphere, and biosphere.

To prepare students to be able to read, interpret, and communicate with maps and new mapping technologies such as Geographic Information Systems.

To provide students with background that supports concepts considered in other courses such as geology, history, agriculture, anthropology, sociology, economics, art and music, writing, and other social and physical sciences.

To provide academic preparation for education students preparing to teach in the K-12 curriculum.

To prepare students to utilize tools of geographic inquiry such as graphs, statistical models and instruments, aerial and satellite imagery, field sampling methods, and research from journals and other sources.

To equip students with communications skills in writing and delivering geographic information to a wide range of audiences using current technology such as Web pages, podcasts, video and audio production, and social media.

To foster within students an aesthetic for a personal sense of place and their responsibility in sustaining their environment.

LEARNING OUTCOMES
Upon the successful completion of the minor in geography students will be able to identify and ask questions of a geographic nature and structure a scientific approach to investigate those problems. Students will be able to communicate the results of those investigations using a variety of media and delivery methods. Our students will be able to explain various natural phenomena associated within the fields of meteorology, climatology, and geomorphology.
They will be able recognize human impacts on the environment, and delineate natural and human landscapes. The EOU geography student will be fully aware of how we interpret our natural environment and our human landscape through the lenses of our perceptions as well as our cultural systems. The student will understand the diverse nature of geography and its cross-disciplinary fit within our university’s academic community.

**MINOR IN GEOGRAPHY**

(This minor is also available through online/onsite courses)

A grade of “C-” or better is required in all courses counted toward the minor.

**Required Core Courses:** (Total: 21)
- GEOG 105 - Cultural Geography (5)
- GEOG 106 - Physical Geography (5)
- GEOG 201 - Intro To Cartography (3)
- GEOG 317 - Land Use & Environment (3)
- GEOG 319* - Approaches To Environ Research & Writing (3)

**Elective Upper Division Courses:** (Choose min 10 credits)
- GEOG 306 - Advanced Cartography (5)
- GEOG 307 - Digital Cartography (5)
- GEOG 318 - Resources & Environmental Mgmt (5)
- GEOG 393 - Advanced Topics In Geography (5)
- GEOG 401* - Projects In Applied Environ Research (1-5)
- GEOG 409 - Field Placement (1-7)
- GEOG 483 - Regional Geog Of North America (5)
- GEOG 484 - World Regional Geography (5)
- GEOG 485 - Geography Of The Pacific NW (2)

**Total Credit Hours: 31**

GEOG 318 is listed as GEOG 483 in online/onsite courses here at Eastern Oregon University.

*Education majors and those not pursuing a career in Public Administration or Environmental Studies may substitute GEOG 484 - World Regional Geography for GEOG 319 and GEOG 401 (offered online/onsite) GEOG 484 substitutes for GEOG 319 and GEOG 401.

**GEOGRAPHY COURSE DESCRIPTIONS**

**GEOG 105 - Cultural Geography**

GEOG 105 - Cultural Geography*SSC Credits: 5.00

Gen Ed Core-Social Sciences

This course is a survey of themes, questions, and issues studied by cultural geographers. It introduces the student to the concept of culture in spatial terms and defines theories of culture emergence, how culture diffuses and the relationship of humans and their impact on the environment. Topics considered within the course include environmentalism, the evolution of culture, population, migration, communications, economic and urban landscapes, gender, religion, agriculture, and contemporary social culture.

**GEOG 106 - Physical Geography**

GEOG 106 - Physical Geography*SMI Credits: 5.00

Gen Ed Core-Natural, Math & Info Sciences

An introduction to physical geography and its approach to the analysis and understanding of the physical environment. The course covers the atmosphere: weather and climate; the lithosphere: geomorphology, landforms and soils; and the hydrosphere: oceans and oceanic coastal forms. Tectonics and the basic geodesy of the earth is covered. Examples of environmental issues and how geography treats these questions and problems are emphasized in the course.

**GEOG 201 - Intro To Cartography**

Credits: 3.00

An entry-level survey of the uses of maps and air photographs, their history, and use. The course covers mapping vocabulary, map symbols, map design, compilation of cartographic data, and the concepts behind scale and projection. The student will construct a basic map using the traverse survey method. An overview of types of maps is covered emphasizing the use of the standard topographic map. The focus of the course deals with reading and communicating with maps for geographers, geologists, planners, ranchers, as well as anyone interested in the cartographic process.

**GEOG 204 - The Economic Geog Of Place**

Credits: 3.00

A survey of the patterns, and locational principles and theories surrounding economic activity. The course covers topics based around the four sectors of economic production. It discusses topics such as regional economic development, agricultural land use, industrial location, manufacturing, transportation and the distribution and marketing of commodities. Locational theory and its application to real-world conditions is also surveyed. The course relates to students in geography, business, “glocalism”, planning, environmental resources, and sustainability. Prerequisite: GEOG 105 or GEOG 106.

**GEOG 310 - Selected Topics**

Credits: 1.00 TO 5.00

Selected topics: terms and credit to be arranged.

**GEOG 306 - Advanced Cartography**

Credits: 5.00

An advanced continuation of the elements of map design covered in GEOG 201. This course introduces abstract concepts in mapping, delineating points and shapes, quantitative applications and statistical data in thematic map construction. This course also provides an introduction to web-based mapping, geographic information systems, and the global positioning system. The student will be introduced to aerial photo interpretation as used by land surveyors and developers. How maps can be used to communicate spatial information in other fields such as meteorology, geology, and environmental planning is emphasized. Prerequisite: GEOG 201.

**GEOG 307 - Digital Cartography**

Credits: 5.00

This course further develops the skills of the student to communicate with maps by investigating and applying the use of digital mapping techniques such as geographic information systems, the global positioning system, and web-based mapping tools. The course allows the student access to Quantum GIS (QGIS), a free online Open Source Geographic Information System. This system allows the student to view, edit, and produce maps in a variety of vector-based formats. QGIS operates on Mac OSX, Linux, Unix, as well as Windows. The course provides alternative instructional options for those distance students without access to a high speed internet source. Prerequisites: GEOG 201, GEOG 306, or consent of instructor.

**GEOG 354 Urban Geography**

Credits: 3.00

A survey of urban geography. The course examines the geography of the urban landscape, including urban and rural systems, the history of urbanization, and the effects of urbanization on society.
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. Student must have at least sophomore standing to register for this course.

**GEOG 317 - Land Use & Environ**
**Credits: 3.00**
An introduction to the historical development of land use and its distribution and allocation within North America. The course considers the impacts of ethical, aesthetic, and mechanical view of land use in the context of planning and land management. Physical and perceptual components of land, such as site, situation, soils, and their interaction as a whole land based system is discussed. In this course, the student will investigate the management layers of a piece of property and provide an overview of how those layers are defined. Prerequisite: GEOG 105 or GEOG 106.

**GEOG 318 - Resources & Environmental Mgmt**
**Credits: 5.00**
A regional survey of land management strategies and resources within North America. The course introduces issues surrounding natural and human environmental hazards. It considers the impacts that these have and investigates planning strategies for managing sustainability of resources and communities. The cultural and social impact on natural landscapes are emphasized. Prerequisites: GEOG 105, 106.

**GEOG 319 - Approaches To Environ Research & Writing**
**Credits: 3.00**
This course covers the processes of data collection, analysis, writing, and communications particularly with respect to the design of professional presentations. The course prepares the student for formal research around land use issue for public and private agencies. Individual and/or class projects. Prerequisite: Student must have at least sophomore standing to register for this course.

**GEOG 393 - Advanced Topics In Geography**
**Credits: 5.00**
The student will independently explore and research topics related to physical or cultural geography. The product of this class will serve to augment the student’s portfolio by further focusing research in specific areas of interest to the student. Prerequisite: GEOG 105 or GEOG 106.

**GEOG 401 - Projects In Applied Environ Research**
**Credits: 1.00 TO 5.00**
Selected topics. This course prepares the student for a capstone in geography. During the course the student will survey topics, methodologies, and develop an annotated bibliography. The final portion of the capstone will be completed with the course LS 401 for 4 credits. Prerequisite: Student must have at least sophomore standing to register for this course.

**GEOG 409 - Field Placement**
**Credits: 1.00 TO 7.00**
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. Student must have junior or senior level standing to register for this course.

**GEOG 483 - Regional Geography Of N America**
**Credits: 5.00**
Geographic survey of North America and its related neighbors. This course covers the physical and cultural geography of North America. Highly recommended for education majors. Prerequisite: GEOG 105 or GEOG 106.

**GEOG 484 - World Regional Geography**
**Credits: 5.00**
A traditional geographic survey of world regions. The course covers the basic methodology of regional geographic methods applied to Africa, Europe, Asia, the Pacific Rim, North America, and Central and South America. Both the physical and cultural geography of each region is discussed. Highly recommended for education majors. Prerequisite: GEOG 105 or GEOG 106.

**GEOG 485 - Geog Of Pacific NW**
**Credits: 2.00**
A geography of the Pacific Northwest covering issues surrounding the states of Oregon, Washington, Idaho, and Northern California. Topics considered include geomorphology, climate, settlement, urbanization, agriculture, economic development, sustainability, resources, transportation patterns, and environmental problems. Prerequisite: GEOG 105 or GEOG 106.
GEOLOGY MINOR
PROGRAM OBJECTIVES
We offer a variety of Geology courses designed:

- To provide a basis for understanding Earth's geological phenomena for all who enjoy the out-of-doors.
- To fill the general education physical science requirements of non-science majors.
- To give students wishing to pursue geology as a career a strong background in the fundamentals of geology which will make it possible for them to successfully pursue undergraduate and advanced geology degree at other institutions.
- To provide the core of the General Science and Environmental Studies Liberal Studies program experiences and a background in earth sciences for all science teachers.
- To provide complimentary background for other program areas
  - The Natural Sciences, Physical Anthropology, Geography and Land Use Planning, Forestry and Agriculture, etc.
- To give students wishing to pursue geology as a career a solid foundation of basic geology skills and knowledge.
- To teach students the basic techniques of geology field, laboratory and literature research.
- To give students experience presenting the results of their literature and field research orally and in writing to their peers and other audiences.

LEARNING OUTCOMES
Students will learn:

Identification of rocks, minerals, soils and fossils; use of topographic and geologic maps, air and satellite photos, radar and digital images; making geologic measurements (describing outcrops, measuring strike and dip, taking notes, etc.) in the field, in the laboratory, and in class and individual research projects.

- The ability to present the results of their investigation orally, in writing and in poster form.

MEANS OF ASSESSMENT
- Field projects, examinations and research papers.
- Writing and compiling field notes, cross-sections an geologic maps.

- Group and individual poster and oral presentations.
- Writing of reviews, abstracts, research papers and senior theses.

Courses counting toward the geology minor may be used to satisfy other Eastern Oregon University graduation requirements.

TWO YEAR TRANSFER PROGRAM
The first two years of transfer work in Geology are offered at EOU.

First Year
Mathematics 111, 112
Geology 201, 202, 203
Electives
Chemistry 204, 205, 206

Second Year
Because of the wide variety of transfer programs and student backgrounds, the second year of the program should be developed in consultation with your adviser.

REQUIREMENTS FOR THE MINOR IN GEOLOGY
1. Complete a minimum of 30 graded credits in geology to include GEOL 201, 202, and 203 and a minimum of 15 upper division (300-400) credits in geology including at least one 400 level course.

2. A grade of "C-" or better in each course counting toward the minor with an overall GPA of 2.00.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

GEOLOGY COURSE DESCRIPTIONS
GEOL 101- Intro Geol Sci*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
An examination of the attitudes of scientists and their methodology including historical perspectives and how science influences and is influenced by philosophy and culture. Current controversies in the earth sciences will be discussed and debated.

GEOL 102- Environmental Geol*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
Development of an understanding of the impact of natural processes on our lives and an appreciation for the importance of sound environmental planning. Volcanism, earthquakes, landsliding, flooding, groundwater pollution, waste disposal and other environmental problems. Introduction to land-use planning. Prerequisite: GEOL 101 or consent of instructor.
GEOL 103- Geological Ocean*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
Exploration of the deep sea ridges and the development of plate tectonic theory. Coastal features, the processes that shape them, and man’s battle with the natural forces in the coastal zone. Origin and history of the continental margin and the battles over offshore resources. Prerequisite: GEOL 101, 102, or consent of instructor.

GEOL 104- Earth Science Lab*SMI Credits: 1.00
Gen Ed Core-Natural, Math & Info Sciences
Laboratory activities in selected areas of earth science including rock and mineral identification, earthquakes, volcanism, fossils and other topics. Prerequisite: GEOL 101, 102 and 103, or consent of instructor. Concurrent enrollment is acceptable.

GEOL 105- Earthquakes&Volcanoes*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Processes involved in earthquakes and volcanic activity, particularly as they relate to plate tectonics and various effects and features that result from activity. Special attention will be paid to past and potential earthquake and volcanic activity in the Northwest.

GEOL 106- E OR Geol/Gold Mining*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Geological history of Eastern Oregon with special attention to those processes and events relating to the emplacement of gold in the region. The cultural history of the discovery and exploitation of gold and its impact on the region will be covered.

GEOL 110- Selected Topics Credits: 1.00 TO 6.00
Current topics in geology and earth sciences, focusing on aspects of geology, astronomy, oceanography, energy and mineral resources, and other fields of interest.

GEOL 121- Geol Wallowa Mtns*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This is a field-oriented course utilizing a variety of printed materials (road logs, maps, monographs, etc.) and a classroom component of slide presentations and lectures to provide an overview and background material to assist the student in a field study of the Wallowa Mountains and related surrounding areas.

GEOL 122- Geol John Day Cntry*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Study of fossils and fossil beds and their relationship to gold deposits in the John Day region of north-central Oregon. This course requires an independent study field trip to the area.

GEOL 123- Geol Columbia Rvr Grge*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Course studies the Columbia River Gorge region. Course requires an independent study field trip to the area.

GEOL 124- Geol Oregon Coast*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Investigation of the geological evolution of the central Oregon coast. Geologic processes and features and geological materials are discussed. The course requires an independent study field trip to the area.

GEOL 201- Physical Geology*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Development of understanding and appreciation of earth features and the agents and processes that form and change them; characteristics of the common rocks and minerals and their economic importance; the main sequence of earth history. Field trips to surrounding areas of geologic interest.

GEOL 210L - Phys Geology Lab Credits: .00
GEOL 202- Physical Geology*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
Fossil animals and plants; methods of correlating and interpreting the geologic past. Field trips to nearby fossil locations. Prerequisite: GEOL 201 and 202 or consent of instructor.

GEOL 203- Historical Geology*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
This is a field-oriented course utilizing a variety of printed materials (road logs, maps, monographs, etc.) and a classroom component of slide presentations and lectures to provide an overview and background material to assist the student in a field study of the Wallowa Mountains and related surrounding areas.

GEOL 204- Geol Sci Lab Credits: 1.00
Introduction to the concepts and techniques of teaching geology and earth science at the elementary and secondary school levels. Prerequisite: GEOL 101, 102 and consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 304- Geol Sci Lab Credits: 1.00
Introduction to the concepts and techniques of teaching geology and earth science at the elementary and secondary school levels. Prerequisite: GEOL 101, 102 and consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 306- Volcanology Credits: 5.00
An introduction to the mechanisms and products of volcanic eruptions with special emphasis on volcanism in the Pacific Northwest and the Eastern Oregon area; Volcanic hazards assessment and mitigation; and volcanism on other planets. Prerequisite: GEOL 201, 202 and 203 or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 310- Selected Topics Credits: 1.00 TO 6.00
Current topics in geology and earth sciences, focusing on aspects of geology, astronomy, oceanography, energy and mineral resources, and other fields of interest.

GEOL 310L - Geology 310L Credits: .00
Student must have at least sophomore standing to register for this course.

GEOL 311- Mineralogy Credits: 5.00
Mineral identification using physical properties, chemical composition and crystallography; classification, origin and occurrence of minerals. Prerequisite: GEOL 201, 202 and 203 or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 312- Optical Mineralogy Credits: 5.00
Mineral identification using optical properties and the petrographic microscope. Prerequisite: GEOL 311, or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 313- Petrology Credits: 5.00
Description, classification, modes of occurrence and theories of the origins of igneous and metamorphic rocks, including optical mineralogy and use of the petrographic microscope. Prerequisite: GEOL 311 and 312, or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 315- GIS:App Geoforensics*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This course is designed to introduce the concept of Geographic Information Systems (GIS) through examining a multidisciplinary approach to the detection of clandestine graves. Student must have at least sophomore standing to register for this course.

GEOL 316 – Introduction To GIS Credits: 5.00
An introduction to geographic information systems with emphasis on ArcGIS basics, including coordinate systems; symbology, layers, and legends; tables and analysis; queries; layouts; finding data; using and creating metadata; and integrating GPS and GIS technologies.

GEOL 334- Sedimentology/Stratigraphy Credits: 5.00
Sediment description; Sedimentary processes and products; Characteristics of sedimentary environments; and Stratigraphic analysis. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 350- Structural Geology Credits: 5.00
Outcrop studies and geologic mapping, with special emphasis on Eastern Oregon; rock structures and structural analysis. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least sophomore standing to register for this course.

GEOL 401- Capstone Credits: 1.00 TO 15.00
Student research supervised by one of the geology faculty. Includes preparation of a research proposal and timetable; significant fields, laboratory and library study; and a public presentation of research results and/or submission of a written report in a format suitable for the Eastern Oregon University science journal. Prerequisite: GEOL 201, 202, 203; at least one upper division geology course; and junior class standing. Student must have at least junior standing to register for this course.

GEOL 405- Reading & Conference Credits: 1.00 TO 15.00
Individual student or small group discussion with a faculty member about a topic of interest. Heavy reading assignments are typical. Prerequisite: GEOL 201, 202, 203; and junior class standing. Student must have at least junior standing to register for this course.

GEOL 407- Seminar Credits: 1.00 TO 15.00
Student lectures and written paper on aspects of a broad topic of interest. Prerequisite: GEOL 201, 202, 203; and junior class standing. Student must have at least junior standing to register for this course.

GEOL 410- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty; topics may include structural geology, petrology, geomorphology, paleontology, field methods and other fields of interest. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.

GEOL 420- Field Invest:Topical Credits: 1.00 TO 6.00
Field expeditions to unique geological, biological and historical areas of North America. Students will undertake studies of the areas selected for exploration and keep detailed field journals. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.

GEOL 431- Paleontology Credits: 5.00
An introduction to the morphology and ecology of fossil invertebrate organisms with an emphasis on fossils of the Oregon coast. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.

GEOL 441- Glacial Geology Credits: 5.00
Glacier formation, structures and flow; Origin of ice ages; The Pleistocene ice ages, focusing on Eastern Oregon and the Pacific Northwest. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.

GEOL 451- Hydrology Credits: 5.00
Basic elements of surface and groundwater hydrology with emphasis on precipitation input, stream flow and groundwater systems. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.

GEOL 453- Geology Pacific NW Credits: 5.00
Introduction to the geological history of the region. Emphasis on selected physiographic provinces including their structure, lithology, mineral resources, and environmental concerns as related to geology. Field trips to representative areas. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have at least junior standing to register for this course.
GEOL 510 - Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty; topics may include structural geology, petrology, geomorphology, paleontology, field methods and other fields of interest. Prerequisite: GEOL 201, 202, 203 or consent of instructor. Student must have graduating standing to register for this course.

Eastern Oregon University
History

A PROGRAM OBJECTIVES
The History Program introduces the student to the world that was and is and the student’s relationship to that world. It stresses the continuity of culture by providing a historical background for the study of other disciplines and for responsible citizenship. It also helps prepare students for careers in teaching, public service, consulting, research, museums, archives, and libraries, and provides a liberal education as a basis for entering a variety of careers such as public administration, business, and law.

LEARNING OUTCOMES
1. Content Knowledge: Achieve the ability to synthesize and discuss selected historical experiences in the Americas and in Europe.

2. Communication: Attain a wide-ranging understanding of the core concepts, events, and historiographical trends in selected areas of American and European history, demonstrated through written and oral work.

3. Applied and Integrated Learning: Achieve a thorough understanding of the methodologies and professional ethics practiced by historians, demonstrated through the completion of a history capstone thesis.

4. Critical Thinking: Master skills in historical research, critical thinking, reading and writing, and polished oral presentation of scholarly work.

5. Civic Engagement: Demonstrate an understanding of the role of historical knowledge in shaping the narratives of a nation and a world, demonstrated through a critical understanding of how the use/misuse of history contributes to political, social, and cultural interpretations, and how multiple historical discourse communities make history public (i.e., historical societies, archival repositories, museums).

MEANS OF ASSESSMENT
History Majors are evaluated in a variety of ways. Faculty use written exams, book dissections, analytic essays, small group work with primary documents, research papers, and oral presentations. By satisfactorily completing History 303: Historical Research and then writing and orally presenting a substantial undergraduate thesis, they master the discipline’s fundamental methodologies while enhancing their skills in research, writing, computer use, and public presentation. The thesis also caps course work in which students have mastered the ability to understand and compare historical interpretations, find and use both primary and secondary sources, and communicate their findings to others. Students complete with a grade of C- or better required and elective courses that reinforce their knowledge of the diversity of the human historical experience.

REQUIREMENTS FOR THE BA OR THE BS IN HISTORY
1. Complete EOU graduation requirements.
2. Meet the University Math requirement.
3. Complete at least 60 hours in History.
4. Complete at least 35 upper-division hours in History to include at least two courses from each of the following three groups:

Group I: American History
- HIST 319 U.S. History Through Film
- HIST 330 U.S. Women's History*
- HIST 458 Civil War and Reconstruction
- HIST 462 History of Sexuality*
- HIST 480 History of the United States, 1900-1945
- HIST 481 The United States Since World War II
- HIST 410 Selected Topics in American History (5 hours)

Group II: European History
- HIST 321 History of the Ancient World*
- HIST 421 Medieval Europe*
- HIST 427 Renaissance and Reformation Europe*
- HIST 433 The French Revolution and Napoleon*
- HIST 437 History of Modern Germany*
- HIST 448 History of Modern Russia*
- HIST 410 Selected Topics in European History (5 hours)

Group III: Western, Comparative, Thematic
- HIST 333 Labor & Working Class in America
- HIST 345 Environmental History
- HIST 355 Colonial Americas
- HIST 422 Violence in American History*

87
HIST 444 History of the Pacific Northwest*
HIST 466 History of the American West
HIST 478 History of Oregon
HIST 410 Selected Topics in Western, Comparative, Thematic (5 hours)
*Indicates UWR

5. Complete HIST 203 Historical Methods; HIST 303, Historical Research; HIST 403, Thesis.

6. Grade of “C-” or better in all History courses counting toward the degree and a minimum 2.00 GPA for history courses overall.

7. Complete at least 10 lower division hours drawn from any combination of the following: HIST 101, 102, 111, 112, 201, 202.

TEACHER LICENSURE
It is IMPERATIVE that students planning to teach consult with Education advisers as early as possible. ED 142 Education Orientation (1) is strongly recommended. Students planning to teach in secondary schools must have a BS/BA in an appropriate content area and may earn licensure through the MTE program. History majors are advised to obtain additional breadth in the social sciences to prepare for the PRAXIS II Examination and to be prepared to teach the social studies courses offered in Oregon’s high schools which include U.S. History, government, global studies, world civilization, and economics.

REQUIREMENTS FOR THE MINOR IN HISTORY
(This minor is also available via online/onsite courses)
1. Complete at least 30 quarter credits in history, no more than 20 of which may be in either American or non-American history.

2. Complete at least 15 upper-division quarter credits in history.

3. Grade of “C-” or better in all courses counting toward the minor and a 2.00 GPA for History courses overall.

4. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

TYPICAL FIRST YEAR CURRICULUM
Fall
WR 121 Expository Prose Writing (4)
HIST 111 World History to 1500 (5)
General Education or Electives Courses (6-9) [1,2]

Winter
HIST 112 World History since 1500 (5)
General Education or Elective Courses (10-13)

Spring
General Education or Elective Courses (15-17)

TYPICAL SECOND YEAR CURRICULUM
Fall
HIST 201 United States History (5)

Winter
HIST 202 United States History (5)
General Education or Elective Courses (5-7) [1,2]

Spring
General Education or Elective Courses (10-12) [1,2]

TYPICAL THIRD YEAR CURRICULUM
Fall
Upper division electives in history (5)
General Education or Elective Courses (10-12)

Winter
Upper division electives in history (5)
General Education or Elective Courses (7-9)

Spring
Upper division electives in history (5)
General Education or Elective Courses (10-12)

TYPICAL FOURTH YEAR CURRICULUM
Fall
Upper division electives in history (5)
General Education or Elective Courses (10-12)

Winter
HIST 303 Historical Research (5)
Upper division electives in history (5)
General Education or Elective Courses (10-12)

Spring
HIST 403 Thesis (5)
Upper division electives in history (5)
General Education or Elective Courses (5-7)

Note:
[1.] Students should meet all general education requirements as soon as possible.
[2.] Students considering graduate school should take a foreign language.

HISTORY COURSE DESCRIPTIONS
HIST 101- Western Civ To 1500*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys the history of Western Civilization from the Neolithic Revolution to the Reformation. Includes the political and economic development of cities and early states, and the birth and influence of religion and culture in the Near East, Europe, and the Mediterranean.

HIST 102- Wstrn Civ Snce 1500*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys the history of Western Civilization from the Reformation to the present. Includes the development of modern states and economies, the dynamics of revolution, new ideas of science and society, and the problems of war.

HIST 105 - Slavery & Freedom in America*SSC Credits: 3.00
Gen Ed Core-Social Sciences
Using the history and legacy of slavery as a central theme, this course surveys the American paradox of slavery and freedom, examining the institution of slavery in America along with creation of the world’s leading democracy. Analyzing the experiences and perspectives of slaves, slaveholders, free-people, pro-slavery and anti-slavery forces, civil rights activists and opponents, this course concentrates on the historic struggle against slavery and subsequent systems of discrimination, core aspects of the human quest for freedom, evolving definitions of slavery and freedom, and conflicts over the meaning of freedom in American history.

HIST 110- Selected Topics Credits: 1.00 TO 6.00
Study in depth of a selected topic.

HIST 111- World Hist To 1500*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys world history from Neolithic times to the Columbian Exchange. Includes the development of Eurasian empires in India, China, Africa and Persia; the influence of Buddhism and Confucianism in Central and East Asia; the growth of Islam; the effects of Mongol conquest; and the relationship of early Western civilization to Asia and Africa.

HIST 112- Wrd Hist Snce 1500*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys world history from the Columbian Exchange to the present. Includes the development of modern nation states and economies; the effects of European colonialism and imperialism; revolution and change in Africa and Asia; the global development of science and technology; and the issue of war in the modern world.

HIST 201- US History*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys the political, cultural, and social history of the United States up to Reconstruction.

HIST 202- US History*SSC Credits: 5.00
Gen Ed Core-Social Sciences
Surveys the political, cultural, and social history of the United States since Reconstruction.

HIST 203 – Historical Methods Credits: 5.00
This course is an introduction to the field of history. We will examine the kinds of sources historians explore, the approaches they take when examining those sources, and the different interpretations they might develop. The course also examines the typical output of historians, from book reviews to essays to museum placards. The topic of the course will vary by professor, but the ultimate goal of the course is to better understand what the field of history is about and how historians think about the past.

HIST 210- Selected Topics Credits: 1.00 TO 6.00

HIST 211 – Traditional Asia Credits: 5.00
Survey of the major centers of world civilization in traditional Asia (India, China, Japan, Korea) and their historical development. Topics will include political and economic history, major belief systems (Confucianism, Daoism, and Buddhism), social history, and popular and high culture. Particular emphasis shall be placed on cultural interaction and mutual development between civilizations. Prerequisite: None. HIST 111 and 112 recommended.

HIST 230 – Women & Gender In Mdrn Europe*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
This course examines the history of European women and compares men’s and women’s lives in modern Europe from the era of the late Enlightenment to the post WW II era. The course will focus on the following themes: the cultural and political uses of gendered imagery; women’s and men’s roles in the household, the family, and the workplace; women’s and men’s roles in the public spheres of civil society, nation and state; women’s and men’s experiences of wars and revolutions. The course will explore the multiple differences between various groups of women and men as well as examine the hierarchies and power relations between them.

HIST 303 – Historical Research Credits: 5.00
Intermediate course on research methods in history, including how to locate and evaluate primary and secondary sources and how to carry out a focused research program. The course also includes a discussion of how different historical schools of thought influence a historian’s approach to research. Upon completion, students will be prepared for advanced work in history and the capstone experience. Prerequisite: HIST 203 or consent of instructor.

HIST 310- Selected Topics Credits: 1.00 TO 6.00
Student must have at least sophomore standing to register for this course.

HIST 314- The Great Depression Credits: 5.00
The Great Depression of the 1930’s is often described as a period of great turbulence in American culture. If indeed this is so, what was the nature of the upheaval? Why did it occur? What legacies did this period establish for today’s society? Using a variety of source material, we will evaluate the evidence and assess the effects of a profoundly important historical moment. Particular emphasis is placed on the development of research and critical thinking skills. Student must have at least sophomore standing to register for this course.

HIST 315 - Frankenstein in European History Credits: 5.00
This course uses the 19th century novel Frankenstein by Mary Shelley as a focal point for a discussion about the emergence of modern Europe. The course begins with a study of the science and technology that inspired the novel, and the intellectual context for Shelley’s ideas. It then carries the theme of the novel – including those of technology, gender, and education – forward into a discussion of key events in the 19th and early 20th centuries. The novel serves as a lens through which we can examine such issues as industrialization, imperialism, and warfare in Europe. Prerequisites: None, but a survey course in World Civilizations is recommended.

HIST 319 - US History Through Film Credits: 5.00
This course explores the ways in which U.S. history has been represented through film. Our goal is not to critique films’ historical “accuracy,” but rather to examine the ways that
popular, visual culture may operate to re-affirm or challenge widely held understandings of history – and of ourselves as Americans. Our viewing, discussion of and writing about films will often use the concepts of race, gender, and class as primary analytical lenses. Additionally, one central question will inform our exploration of film and history – to what extent does Hollywood function as a public historian? Other topics of exploration could include: why are some periods of history ignored in popular visual culture? Whose version(s) of history are privileged in mainstream movies? How do films use history to speak of the times in which they are made? Is film a valid form of historical narrative? While this is not a class on film per se, we will also learn about filmic methods, practice writing film reviews, and consider “Hollywood” as a hegemonic cultural industry. Prerequisite: Upper-division standing or consent of instructor.

HIST 321- Ancient World Credits: 5.00
Beginning with an introduction on the rise, progress, and fall of the Near Eastern empires, the course focuses on classical Greece and achievements of Hellenistic culture, and the political history and institutions of the Roman Republic and Empire. Prerequisite: Upper-division standing or consent of instructor. Student must have at least sophomore standing to register for this course.

HIST 325- History of Christianity Credits: 5.00
This course will explore the global history of Christianity from its early beginnings to the present day. Throughout our study, we will give special attention to the major figures, events, literature, beliefs, institutions, circumstances, and controversies, which shaped the church and how they have impacted its development. Prerequisite: None, but other History and Social Science courses are strongly recommended. Student must have at least sophomore standing to register for this course.

HIST 330- U.S. Women’s History Credits: 5.00
Overview of women’s experiences and roles in U.S. history from colonial period to present. In depth focus will be on culture, politics, and work from the mid-nineteenth century to late twentieth century. Prerequisite: WR 121 or equivalent recommended. Student must have at least sophomore standing to register for this course.

HIST 333- Labor & Wrkg Ciss In Am Hist Credits: 5.00
This course examines the history of labor and working people in America from the colonial period to the present. Incorporating an expanded definition of “labor,” it explores the diversity of work experiences in America, the history of organized labor movements, and the larger processes of social and economic change that have affected work and workers. While the work experience receives central attention, the course gives equal consideration to the comparative dimensions of class and cultural identity, ethnicity, race and sex, family and community, technology and work politics, governmental policy, and the structure of the labor market. Prerequisite: Upper-division standing or consent of instructor.

HIST 338- Cmp Frnt Cult Amer/Can W Credits: 5.00
This course explores the idea of “the frontier” in the cultures of the American and Canadian west, as an inquiry into how this notion has evolved differently on each side of the border from the seventeenth through the twentieth centuries. We will emphasize social history themes (gender roles, the family, community, race) as these are illuminated through different aspects of pioneer life and sectors of frontier industry. We will sustain a particular focus on native/white interactions. Student must have at least sophomore standing to register for this course.

HIST 345 – Environmental History Credits: 5.00
An overview of the dynamic field of environmental history, covering environmental issues in vastly different historical settings, from the Pre-Columbian world to the modern, industrial United States. Prerequisites: WR 121 recommended; previous Social Science courses.

HIST 352- The Sixties Credits: 5.00
The Sixties are often described as a period of great turbulence in American culture. If indeed this is so, what was the nature of the upheaval? Why did it occur? What legacies did this period establish for today’s society? Using a variety of source material, we will evaluate the evidence and assess the effects of a profoundly important historical moment. Particular emphasis is placed on the development of research and critical thinking skills. Student must have at least sophomore standing to register for this course.

HIST 355 - Colonial Americas: Intro to Comparative Hist Credits: 5.00
An introduction to the comparative history of European colonization in the Americas. Explores the central debates, themes, and interpretive shifts in a rapidly expanding field responding to ongoing globalization and the interconnectedness of the Americas. This course concentrates on culture: the everyday practices and systems of meaning through which human communities make sense of their world. It examines cross-cultural interaction among Native Americans, Europeans, and Africans in a variety of colonial settings through such topics as cultural practices and belief systems; gender; labor; slavery; trade; missions; colonial; politics; and revolutionary struggles for independence. Prerequisite: Upper-division standing or consent of instructor.

HIST 360- Military History Credits: 3.00
Evolution of warfare including the principles of war, Overview of American military history with emphasis on World War II. Impact of various revolutions (democratic, industrial, mechanical, scientific) on warfare. Crosslisted with Military 85 Science MS 202. Student must have at least sophomore standing to register for this course.

HIST 401- Research Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

HIST 403- Thesis Credits: 5.00
(Capstone) Major research paper demonstrating mastery of historical methodologies, use of primary as well as secondary sources. Prerequisite: HIST 407 and 420. Student must have at least junior standing to register for this course.
HIST 405- HIST 405 Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

HIST 407- Seminar Credits: 1.00 TO 15.00
Prerequisite: HIST 420 and permission of the instructor. Student must have at least junior standing to register for this course.

HIST 410- Selected Topics Credits: 1.00 TO 6.00
Directed studies in restricted historical topics. Students will be limited to 15 hours of topical studies as applied to 50 hours of major requirement. Prerequisite: Upper division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 415 - Blood, Phlegm & Bile Credits: 5.00
This course will survey the history of medicine in the west from antiquity to the present, with an emphasis on medicine’s social context. Specifically, we will be studying how ideas about health, the body, illness, and therapies are influenced by social and cultural factors. This is not a biology-based medical course. Rather, we will be examining the way religion, politics, economics, and values interact with medical ideas over time. Note: No knowledge of medicine is required for this course. Prerequisites: Upper division standing. HIST 111 or 112 recommended.

HIST 420- Historiography Credits: 5.00
Ideas and basic writings of great historians. Experience in original research and the historical process. Required of history majors. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 421- Medieval Europe Credits: 5.00
Social, political, economic, and religious developments in Europe from the fall of the Roman Empire in the west to the period of the Renaissance in the late fourteenth century. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 422 - Violence in American Hist Credits: 5.00
This course explores the problematic history of violence in America from the colonial period to the present. Utilizing analytical concepts such as race, class, and gender, it investigates the various types, causes, and historical consequences of violence; the politics, memory, and historiography of violence; and societal critiques of violence in America. Topics include America’s gun culture; the tradition of mob violence; collective and interpersonal violence; racial and ethnic violence; war; regional violence; gender and domestic violence; lynching; criminality; prisons; mass murders; school shootings; gang violence; terrorism; and mass media and the representation/consumption of violence. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 425- Hst Mdrn Sc:Grvty-Rltvty Credits: 5.00
This course offers an introduction to the history of the sciences roughly between the times of Isaac Newton in the late seventeenth century and Albert Einstein in the early twentieth. The course attempts to place science in the framework of modern culture and especially in Western Society. Among the topics emphasized is the idea of the scientific method and methods of experimentation. Specific subjects will include the foundations of modern science including gravity, chemistry, energy, evolution and the emergence of particle physics. In addition to building an understanding of the emerging ideas, the course works to study the ways in which social values are interwoven with scientific judgements. The course materials argue that scientists are not dispassionate catalogers of phenomena, but members of a society whose values and assumptions inform, and interact with their work. This relationship is especially true as it pertains to the development of a secular culture and specialization within science. Intimately bound up with the emergence of a secular culture and scientific expertise is the changing interaction between science and religion. Student must have at least junior standing to register for this course.

HIST 427- Renais/Reform Europe Credits: 5.00
Social, political, economic, and religious developments in Europe from the fourteenth to the seventeenth centuries, with special attention given to the short and long range intellectual impact of Renaissance and Reformation ideas upon the history of Western Civilization. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 433- French Rev & Napoleon Credits: 5.00
A study of the origins of the Revolution from the reign of Louis XIV to the dissolution of the Old Regime in the revolutions of 1789 and 1792, the reign of terror, subsequent reaction, and the rule and conquests of Napoleon. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 437- Hist Modern Germany Credits: 5.00
A study of various German states concentrating on Prussia and its unification of Germany under Bismarck, pressures in the new Reich leading to the great War, the Weimar Republic, Hitler’s Reich, the re-division of Germany after 1945, and its subsequent reunification. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 444- Hist Pacific Northwest Credits: 5.00
This course is designed to provide a broad overview of the historical events in the modern Pacific Northwest of Oregon, Washington and Idaho, as well as their causes. The goal is to acquaint students with major events of the region, their chronology and stimulate creative and critical thought about the history of the Pacific Northwest. Student must have at least junior standing to register for this course.

HIST 448- Hist Modern Russia Credits: 5.00
Social, political, and economic history of Russia and its empire from the emancipation of the serfs through the rise and fall of the Soviet Union and the dissolution of the old Russian empire Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.
HIST 458- Civil War/Reconstruction Credits: 5.00
Slavery, the Old South, sectional conflict, Civil War, the Reconstruction era through 1877, the consequences of Reconstruction. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 460- Amer Constit Hst*SSC Credits: 5.00
Gen Ed Core-Social Sciences
The origins and development of the Constitution of the United States and major issues in the interpretation of the Constitution up to the present. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 462 - History of Sexuality Credits: 5.00
This course explores how 19th and 20th century Europeans and Americans have constructed and reconstructed sexuality. Through focusing on sexual imaginations, sexual ideologies, behaviors and regulations, we will examine key moments in the history of sexuality in order to analyze the ways sexuality is inscribed into and reproduced through practices of social, political, and cultural regulation. Prerequisites: Any 100 or 200 level HIST course and WR 121 or equivalent.

HIST 466- Hist Of American West Credits: 5.00
This course is designed to provide a broad overview of the historical events and casual relationships in the modern American West. For the purposes of this class, the region shall include the seventeen western states that lie west of a border running roughly from North Dakota to Texas. The course will include as a theme the obvious problems of defining specific boundaries. The goal of this course is to acquaint students with major events of the region, their chronology and stimulate creative and critical thought about the history of the American West. Student must have at least junior standing to register for this course.

HIST 468 – Hist Native Amer/Pac NW Credits: 5.00
This course offers an introduction to, and intensive examination of, the Indigenous Peoples of the American Pacific Northwest and the history of those people once they came into contact with Europeans and Americans. The bulk of the course emphasizes post-contact history and the events that lead up to the modern Tribes and tribal members. The primary geographical areas of emphasis are the modern states of Washington, Oregon, and Idaho, with some consideration of adjacent states and provinces. Prerequisites: None, but one lower division survey in U.S. History is recommended.

HIST 478- History of Oregon Credits: 5.00
The native peoples of Oregon, European contacts and settlement, and the development of Oregon society, culture, and politics to the present. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 479- History of Mexico Credits: 5.00
This course is designed to provide the student with a broad overview of the historical events and casual relationships in what today is Mexico. The course will begin in the pre-Columbian period and reach into the late 20th century. The goal of this course is to acquaint students with major events of Mexican History, their chronology and stimulate creative and critical thought about the history of Mexico. Student must have at least junior standing to register for this course.

HIST 480- History US 1900-1945 Credits: 5.00
Social, cultural, diplomatic, and political topics. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 481- US Since World War II Credits: 5.00
Diplomatic, social, cultural, and political topics in recent American history. Prerequisite: Upper-division standing or consent of instructor. Student must have at least junior standing to register for this course.

HIST 383- Hst Native Americans/US Credits: 5.00
This course is designed to provide the student with an intensive examination of the history of the indigenous peoples of the United States and their relationship with the federal government, its agencies and to a lesser extent the general population. The goal of this course is to acquaint students with major events and topics as they relate to Native Americans and their chronology, as well as to stimulate creative and critical thought about the history of the first Americans. Student must have at least junior standing to register for this course.

HIST 507- Seminar Credits: 1.00 TO 15.00
Research design, methods and historical writing. Graduate level edition of History 407. Prerequisite: Graduate standing. Student must have graduate standing to register for this course.

HIST 512- Contemp Dev Hist Credits: 3.00
Readings, reports, group discussion, and lecture on major trends, problems, and interpretations in modern history. Particular emphasis on history as a part of the secondary school curriculum. Prerequisite: Graduate standing. Student must have graduate standing to register for this course.
Humanities

PROGRAM OBJECTIVES

Humanities course offerings provide opportunities for students to explore a variety of educational experiences and to enhance their appreciation of both the forms and the subject matters which make up the humanities.

Normally, these courses reflect offerings which are not appropriate to other disciplines in the arts and humanities area.

HUMANITIES COURSE DESCRIPTIONS

HUM 101 - Eastrek 1 Credits: 1.00
Part of Eastern Oregon University’s first year experience program, HUM 101 is a one-credit hour course designed to expose students to the resources of EOU and the culture of higher education, and assist students in the development of intellectual, personal, and social skills that will allow them to be successful at EOU and beyond. HUM 101 is required for all first year students who enter EOU with less than 30 college credit hours.

HUM 102 – Eastrek 2 Credits: 1.00
Part of Eastern Oregon University’s first year experience program, HUM 102 is a one-credit hour course designed to assist first year students in the assessment of skills, interests, and abilities related to career fields and academic programs that will allow them to be successful at EOU and beyond. HUM 102 is required for all first year students who enter EOU with less than 30 college credit hours.

HUM 105 – Success in College Credits: 2.00
This course is part of Eastern Oregon University’s (EOU) First Year Experience program and is designed for online students with less than 30 credit hours. Students will examine topics and issues central to success in college. These topics will be addressed through learning activities centered on academic success, including exploration of resources and self-assessments. The course will allow students the opportunity to explore career fields and college majors. Online discussions and learning activities serve as an introduction to and preparation for further intellectual life and university-level study.

HUM 110 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: May be required for some topics.

HUM 112 - Intro Amer Lang & Cult*GTW Credits: 4.00
Gen Ed Core-Gateway
This course is designed for high-intermediate English as a Second Language (ESL) learners. Students will study American language proficiency and acculturation to North American and its system of Higher Education. The four modes of language learning will be stressed -- speaking, listening, reading, and writing, with additional emphasis on grammar. Prerequisites: TOEFL score of 490-520 and consent of instructor.

HUM 113 - Top:Amer Lang/Culture*GTW Credits: 4.00
Gen Ed Core-Gateway
A continuation of the development of American language proficiency for ESL learners. Students will study American cultures, acculturation to North America and its system of higher education, an ability to analyze language as a reflection of culture and history, and an ability to employ the American language intelligibly. Prerequisites: TOEFL 520, Hum 112, or consent of instructor.

HUM 114 - Global Persp/Am Lng&Cul*GTW Credits: 4.00
Gen Ed Core-Gateway
This course is designed for advanced ESL learners who are new to the American experience. This course focuses on an awareness of American and world cultures and an ability to analyze language as a reflection of culture and history. The student will study American language fluency, acculturation to North America and its system of higher education, and self realization and awareness of issues facing responsible global citizenship. Prerequisites: TOEFL score of 520, Hum 113, or consent of instructor.

HUM 200I- INTACT Credits: 1.00

HUM 207 - Seminar Credits: 1.00 TO 15.00

HUM 208 - Workshop Credits: 1.00 TO 6.00

HUM 209 - Field Placement Credits: 1.00 TO 15.00
Supervised experience designed to explore career areas and learning situations through field placements which parallel academic majors.

HUM 210 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: May be required for some topics.

HUM 310 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: May be required for some topics. Student must have at least sophomore standing to register for this course.

HUM 328 - Interdisc Rhetoric Credits: 3.00
Study of writing and rhetoric from an interdisciplinary perspective. Students will analyze diverse academic and professional discourses from across the disciplines using fundamental rhetorical terms such as subject, occasion, audience, and purpose. Course will also include a study of advanced rhetorical theories and their application. Course is web-based. Prerequisites: Completion of WR 122; Argumentative Writing, PHIL 103, Critical Thinking, and upper-division standing and consent of instructor. Student must have at least sophomore standing to register for this course.
HUM 336 – Global Issues Credits: 4.00
Readings on current affairs. Readings and discussion on current issues such as the future of oil, the future of water, the rise of Islam, The U.S., China and Europe in the global system etc. Prerequisite: WR 122 strongly recommended.

HUM 341 - German Cult & Civ*SSC Credits: 3.00
Gen Ed Core-Social Sciences
Major cultural trends in the three German speaking countries (Germany, Austria, Switzerland) are the subject of study through readings, reports, group discussions and lectures and written German. Student must have at least sophomore standing to register for this course.

HUM 344 - Intro To German Lit*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Study of representative samples of literary genres in the German language. Student must have at least sophomore standing to register for this course.

HUM 346 - The Nobel Legacy*SSC Credits: 3.00
Gen Ed Core-Social Sciences
The Nobel Legacy is a cross-listed German and Humanities course that focuses on the Nobel Prizes, their significance, the history of the prizes, and their founder Alfred Nobel. Because of the inter-disciplinary nature of the course content, the course is available to anyone on campus, while students of German will find a wealth of Nobel laureates from German-speaking cultures to study. Student must have at least sophomore standing to register for this course.

HUM 348 - German Film*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
This course explores German cultural topics through the lens of films from the Golden age of German cinema during the Weimar era in the 1920's and early 1930's. Viewed from the perspective of technical possibility, of market considerations and entertainment values, as well as instruments of social criticism, these films from the black and white era introduce students to the work of directors and actors who began their careers in German and, in many instances, were forced to flee Germany in 1933 and resumed their work in Hollywood. Student must have at least sophomore standing to register for this course.

HUM 390 - Transcultural Lit *AEH Credits: 3.00
Gen Ed-Humanities
Gen Ed Core-Aesthetics & Humanities
The study of a number of modern transcultural short stories in English with emphasis on their socio-cultural aspects is presented. The course is intended for non-literature majors. Prerequisite: ENGL 104 is recommended but not required. Student must have at least sophomore standing to register for this course.

HUM 401 - Research Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

HUM 405 - Reading & Conference Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

HUM 407 - Seminar Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

HUM 408 - Workshop Credits: 1.00 TO 6.00
Humanities courses presented in a workshop format. Usually the topic is narrowly defined and offered on an intensive basis over a short time period. Courses under this number may not be applied towards any degree without prior approval by the School of Arts and Sciences. Student must have at least junior standing to register for this course.

HUM 409 - Field Placement Credits: 1.00 TO 15.00
Supervised work experience designed to offer opportunities to explore career areas and learning situations through field placements which parallel academic majors. Student must have at least junior standing to register for this course.

HUM 410 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: May be required for some topics. Student must have at least junior standing to register for this course.

HUM 507 - Seminar Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

HUM 510 - Selected Topics Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

HUM 511 - Contemp Dev Hum Credits: 3.00
Emphasis upon the search for values in the modern world, as reflected in forces shaping contemporary philosophies, in trends affecting contemporary literature, art, music, and drama, and in developments influencing language. Student must have graduate standing to register for this course.

HUM 708 - Workshop Credits: 1.00 TO 6.00
Humanities courses presented in a workshop format. Usually the topic is narrowly defined and offered on an intensive basis over a short time period. Courses under this number may not be applied towards any degree without prior approval by the School of Arts and Sciences. Student must have graduate standing to register for this course.
Liberal Course Descriptions

LIB 127 - Information Access
GTW Credits: 3.00
Gen Ed Core-Gateway
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
SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
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. Student must have at least sophomore standing to register for this course.

LIB 327 - Research Topic Exploration
SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
Advanced research techniques are introduced and reviewed; assisting students with preparing for capstone, thesis, papers, and other culminating academic work. Covers the basic concepts of research question development, topic exploration, structure and searching of online databases; use of the Internet and the World Wide Web; critical evaluation of literature in the disciplines and creation of an annotated bibliography. Prerequisite: LIB 127 recommended or basic library skills.

International Studies

This minor is no longer available as of June 2013

International Studies Minor

Program Objectives
- To offer students international perspectives across a range of disciplines.
- To offer students a geographic emphasis in their studies (Latin America or Europe, for example).
- To prepare students for the global connections they are expected to encounter beyond their studies at EOU.

Learning Outcomes
- Students will be proficient in a language other than their own.
- Students will have experience living in a country other than their own.
- Students will acquire knowledge of a culture other than their own.
- Students will present the results of an integrating research project in combination with their major.

Means of Assessment
Learning outcomes will be assessed by means of traditional tests, papers, and reports; oral proficiency interviews; and written and oral presentation of research.

Requirements for the International Studies Minor

This minor is available to those students qualifying for the Bachelor of Arts degree. Students qualifying for the B.S. degree are not excluded, provided they fulfill the second language pre-requisite (two years study or equivalent in one language). In addition to the foreign language requirement for the B.A. degree, students are required to complete 30 credits from 1, 2, and 3 below, of which at least 15 are upper division. At least 10 credits of this minor must be earned through EOU.

1. Residency abroad, for a minimum of one quarter, in an Oregon University System study abroad program, or in other programs approved by the adviser; or equivalent overseas experience.

2. A senior year integrating project, in combination with the major, of three to five hours. The planning and approval of the project is to be completed by the end of the junior year with the presentation of the project at the end of the senior year before primary and secondary advisers.

3. In addition to the above requirements, courses toward the minor may be chosen from a list of courses offered as applicable to the International Studies Minor. Lists of these courses are available through the program adviser.

4. A minimum GPA of 2.0 is required for courses counting toward the minor.
A grade of “C-” or better in each course counting toward the minor with an overall GPA of 2.00.

Additional Comments:

[1] The choice of a geographic area of emphasis in course work (at this time, Latin America, Europe, or North America for international students) is required.

[2] To reflect the interdisciplinary intent of the minor and avoid having students take all courses from one discipline, the student program must include at least three different discipline prefixes.

[3] Both the course work and the senior integrating project must demonstrate the understanding of a culture other than the student’s own national background.

[4] Advising assistance for the International Studies minor will be offered by the advisor for the International Studies minor, and the student’s major adviser.

[5] A sample program is listed as an example of a possible course of study:

**LATIN AMERICAN STUDIES MODEL:**

**Objectives:** To obtain an understanding of Latin America, a place of disparate historical, cultural, and political developments and its role in the world system through an interdisciplinary course of study to include the following “core” courses.

**Recommended:**
- POLS 221 International Relations (5)
- SPAN 339 Culture and Civ of Latin America (4)
- ECON 440 International Economics (5)

**Electives:**
- SPAN 321, 322, and 323 (8 hours max)
- SPAN 345 Intro to Literature of Latin America (4)
- SPAN 351 Latin America Through Film or SPAN 353 Latin America Lit Into Film
- SPAN 420 Chicano and Mexican-American Lit (4)
- SPAN 425 Translation Theory and Practice (4)
- SPAN 310 or 410 Selected Topics (1-5)

Electives could also include any Geography, Economics, Political Science, Sociology, Anthropology, or History “selected topics” classes which supplement a focus on Latin America (example: HIST 479, History of Mexico).

Proficiency in Spanish is required for this model. Residency abroad can be met through the Oregon University System program in Ecuador and Mexico.

* Eastern Oregon University, in cooperation with its study abroad partners, offers options for study in many different countries. For a complete up-to-date list go to oregonabroad.ous.edu or www.aha-intl.org for online information.

---

**Eastern Oregon University**

**Liberal Studies**

(This major available Online/Onsite)

**PROGRAM OBJECTIVES**

The Bachelor of Arts/Bachelor of Science degree in Liberal Studies (LS) provides students the opportunity to devise a personalized program of study with an interdisciplinary approach relevant to their life experiences and career goals. Students combine two areas of study into one interdisciplinary degree program. Students select one of the following program options:

1) Two EOU Minors (In most cases, these must be selected from separate program fields. Two minors from Physical Activity & Health may not be used to form a Liberal Studies major. The minor may also not be selected from an “endorsement” area.)

2) One Minor from EOU with One Minor from another accredited institution.

3) Pre-Approved Liberal Studies Programs:

- a. Business & Health Promotion **no longer available June 2013**
- b. Early Childhood Education
- c. Environmental Studies
- d. Organizational Psychology

4) Individualized Program combining two subject fields or a minor and a subject field.

Students work directly with faculty in the disciplines they choose. They should consult with their academic advisers as early as possible to obtain program approval and to achieve timely completion of general education, language, and other degree requirements.

**LEARNING OUTCOMES**

Eastern Oregon University students prepare for their careers and lives as citizens by:

- Gaining breadth of knowledge
- Strengthening their ability to inquire, create, and communicate
- Being engaged in the community and exercising personal and social responsibility

- Integrating, applying, and reflecting on their skills and knowledge

Recognizing the variety of disciplines incorporated in student’s Liberal Studies majors– the ULOs listed above provide students with the opportunity to demonstrate and apply each learning outcome within the student’s major.

MEANS OF ASSESSMENT

Assessment will be aligned with each discipline involved in a specific Liberal Studies degree program. The degree program will follow the assessment cycle designed for each discipline included in the specific program. Courses will be assessed by following the curriculum assessment plan laid out by the discipline represented in each Liberal Studies degree program.

PROGRAM ADMISSION STEPS

Students should begin planning their Liberal Studies majors as soon as possible after admission to the institution.

Students must:

a) Complete the online Liberal Studies Tutorial which includes the admission to program step.

b) Complete 45 credits (of which at least 24 must be graded with 12 from EOU) with a GPA of 2.00 or better.

c) Plan courses to meet the University Writing Requirement (UWR).

d) File an admit to program plan at least forty-five (45) credit hours prior to graduation. The student’s academic adviser and the Liberal Studies Director approve this plan.

REQUIREMENTS FOR BA/BS IN LIBERAL STUDIES

1. Complete Eastern Oregon University’s General Education and institutional requirements for the BA or BS degree.

2. Complete a minimum of 180 credits with the following limits: a) At least 60 upper division credits; b) No more than 45 credits of practicum; c) No more than 90 credits in a single subject area for the BS/BA.

3. Maintain a minimum GPA of 2.00 in both of the following: a) Cumulative; b) Eastern Oregon University.

4. Students completing a major in Liberal Studies do so by satisfying the requirements described below:

A) Students must have an approved program plan which

a) describes the educational or career goals which the Liberal Studies major is intended to meet; b) identifies the courses and other educational experiences that make up the curriculum which the student believes are appropriate to those goals; and c) justifies the curriculum in terms of the student’s educational or career goals.

B) All majors in Liberal Studies include a program of study made up of 60 credits or more drawn from two or more disciplines.

C) The 60 credit hour program of study has the following requirements and restrictions:

(a) A minimum of 36 upper division credits including University Writing Requirement (UWR) and no more than 5 (five) credits may be practicum.

(b) LS Capstone Requirements:

Purpose: The capstone project in Liberal Studies is intended to integrate academic work in the two chosen disciplines of the Liberal Studies degree. The Liberal Studies project should integrate your academic and career interests. The capstone project provides an opportunity for you to investigate, and to apply through written and other modalities, the culmination of your undergraduate experience. The appropriate four credit course for Liberal Studies is LS 401 for students in an Art and Science disciplines; LS 402 for Business students; and LS 403 for students in Education. The only exception to using LS 401, 402, or 403 is for those of you in Environmental Studies and Early Childhood Education.

Content: Your capstone project should be developed through consultation with an approved disciplinary adviser. The project may involve research leading to a written paper, an artistic product, or may be a practical or internship activity.

Process: You will be expected to select a topic and prepare an outline with sufficient detail for faculty evaluation before beginning your capstone project. The outline should reflect, and document in appropriate disciplinary format (APA, MLS, AMA, etc), recent literature that will be included in your reviews as well as the length of the paper. A clearly stated thesis position should be included on the outline.

Once the capstone adviser has approved your proposal, work on the project may commence. You and your capstone adviser will work together to develop the project throughout the time period.

Suggested Schedule:

- Contact the faculty disciplinary representative (click on “Liberal Studies Capstone_Contacts” at www.eou.edu/advising/capstone/CapstoneFaculty.htm at least two terms prior to the term of enrollments in the capstone to arrange for a capstone adviser. The capstone adviser will review your proposal, and approve it.

- From your undergraduate studies, select a research question you will address in your capstone project. This research question should integrate your minor areas of study.

- The capstone proposal must include a thesis statement, an outline, and a preliminary bibliography or
reference list. The thesis statement must clearly indicate the direction of the project that will be developed and supported in the project.

- Present your capstone proposal to your adviser. Set out the expectations about the content of the proposal, timing of draft submissions, and the final project with the capstone adviser before you register for LS 401, 402, or 403.

- Register for the four credit course one or two terms before you plan to graduate.

- During the term you should complete the literature review, collect data, and prepare your final paper. Submit the final project by the Monday of Week 9 of the enrolled term unless other arrangements were made with your adviser.

Evaluation: Discuss the specifics of how your capstone project will be evaluated with your capstone adviser.

For students pursuing PRE-APPROVED PROGRAMS, the capstone is described in the program.

(c) No course with a grade of less than C- or its equivalent may be counted in the major.

(d) No course graded S/U may be applied to the Liberal Studies major unless designated as an S/U only course.

D) Students pursuing the Bachelor of Science Degree or Bachelor of Arts Degree must complete with a C- or better, any college-level mathematics or statistics course (see institutional math competency statement). Students who have completed an approved Oregon Transfer Associate of Arts or Oregon Transfer Associate of Science in Business degree have satisfied this requirement.

E) Admitted EOU students seeking a Bachelor’s degree must complete a minimum of five credits of Difference, Power, and Discrimination (DPD) coursework.

F) Please refer to Program for double-dipping allowance.

Students need to choose only ONE Program Option below: A, B, C, or D

A. TWO EOU MINORS (in Most cases, these must be selected from separate program fields. Two Minors from Physical Activity & Health may not be used to form a Liberal Studies major. The minor may also not be selected from an “endorsement” area.)

B. ONE MINOR FROM EOU WITH ONE MINOR FROM ANOTHER ACCREDITED INSTITUTION

C. PRE-APPROVED PROGRAMS

Complete all institutional requirements in addition to the requirements for the specific Liberal Studies Pre-approved Program that has been selected.

Bus & Health Pro. is no longer available as of June 2013

1) BUSINESS AND HEALTH PROMOTION

The Liberal Studies BA/BS Pre-approved Program in Business and Health Promotion provides students an opportunity to combine an interest in aspects of Business and the growing field of Health Promotion. This course of study would be appropriate for students desiring to become a personal trainer or work in a health/fitness club. It would also give a student skills to work in the growing fitness and performance equipment industry.

LIBERAL STUDIES BA/BS DEGREE OPTION – Courses include:

- Business: 32 credit hours
  - BA 211 Financial Accounting (4)
  - BA 213 Managerial Accounting (4)
  - BA 254 Business Law (4)
  - BA 312 Principles of Marketing (5)
  - BA 321 Principles of Management (5)

- Health Promotion: 30 credit hours
  - *HWS 298 Health and Fitness for Life (3)
  - *EXS 321 Applied Anatomy (4)
  - *EXS 323 Physiology of Exercise (4)
  - *HWS 325 Nutrition (4)
  - *HWS 350 Lifestyle Behavior and Health (3)
  - *PES 359 Prev/Care Athletic Injury (3)
  - *PES 470 Sport Management (3)

Select two courses from the following:

- BA 451 Human Resource Management (5)
- BA 460 Entrepreneurship (5)
- BA 461 Organizational Behavior (5)
- BA 464 Promotion Strategy (5)
- BA 465 Consumer Behavior (5)
- BA 498 Business Policy and Strategy (5)

Physical Activity and Health: 30 credit hours

- *HWS 298 Health and Fitness for Life (3)
- *EXS 321 Applied Anatomy (4)
- *EXS 323 Physiology of Exercise (4)
- *HWS 325 Nutrition (4)
- *HWS 350 Lifestyle Behavior and Health (3)
- *PES 359 Prev/Care Athletic Injury (3)
- *PES 470 Sport Management (3)

Select two from the following three options:

1. PES 364 Scientific Basis Coaching Youth Sports (3), or
2. EXS 444 Adapted Physical Activity (3), or
3. HWS 422 Gerontology and Health Activity (2); and PES 409 Practicum: Adult Health and Development Program (1)

* Required

Summary for Business & Health Pre-approved Program:

- General Education Requirements: 60
- Business & Health Pre-approved Program: 66
- Electives: 54
- Total Credits: 180

2) LIBERAL STUDIES BA/BS DEGREE:

EARLY CHILDHOOD EDUCATION CONCENTRATION

The Liberal Studies degree, with a concentration in Early Childhood Education, is an online Bachelor’s degree program for early childhood educators. The program content is multidisciplinary and integrative in relation to areas of family and child development, literacy, health, curriculum, administration and diversity. The degree’s core courses build and expand on each student’s knowledge, skills and perceptions necessary to work in an early childhood setting. This degree does NOT lead to teacher licensure.
This degree is intended for those who have preparation and experience in early childhood education and requires admission to program prior to registration for any ECED courses. The ECED concentration requires 60 upper division credits with 48 of those credits having the ECED prefix, accompanied by 12 planned electives.

**Required Courses:** 48 credits

- ECED 305 Early Chldhd Ed Cslrsm Comm (3)
- ECED 315 Crit Iss/Rsrch Early Chldhd Ed (3)
- ECED 320 Child and Family Literacy I (3)
- ECED 330 Early Childhood Dev I (3)
- ECED 340 Child and Family Health I (3)
- ECED 350 Admin Early Childhood I (3)
- ECED 360 Early Chldhd Curr/Lrn I (3)
- ECED 370 Ling/Culturally Div Chld I (3)
- ECED 400 Child and Family Literacy II (3)
- ECED 420 Early Childhood Dev II (3)
- ECED 440 Child and Family Health II (3)
- ECED 450 Admin Early Childhood II (3)
- ECED 460 Early Chldhd Curr/Lrn II (3)
- ECED 470 Ling/Culturally Div Chld II (3)
- ECED 490 One-term Capstone (3) Coordinator permission required (Or ECED 490 and ECED 492)
- ECED 490 Early Childhood Capstone I (3)
- ECED 492 Early Childhood Capstone II (3)

Electives: 12 upper division credits. Elective courses must be related to and support the content of the six core areas: Literacy, development, health, administration, curriculum and diversity. Electives must be approved by the Program Coordinator.

ECED Program Requirements include:
- 48 credits of core classes listed above are required to be taken at EOU.
- 6 of the 12 elective credits listed above are required to be taken at EOU.
- 15 upper division credits may be transferred into the program if approved by the ECED Program Coordinator.

**Credit Summary for Early Childhood Education Program:**

- General Education: 60
- ECED Pre-approved Program Degree Requirements: 60
- Electives: 60
- Total Credits: 180

---

**3) ENVIRONMENTAL STUDIES**

The Environmental Studies Liberal Studies degree is a broad, multi-disciplinary, four-year program. It is designed on the pre-approved Liberal Studies degree template. The curriculum consists of a set of core courses and a concentration, either biology or social sciences. In addition, each student in the program will complete both an internship and a research project in a subject related to their studies.

The Environmental Studies pre-approved program prepares students for professional employment in a variety of careers. Students will gain experience with problem solving, scientific methodology (including data acquisition and analysis), report writing, and working together with others within a diverse and interdisciplinary collaborative academic environment.

Students will develop skills necessary to apply their scholarly training to understand and help solve complex, real-world problems facing human societies.

**Environmental Studies Core-**

Complete the following 48 credit hour core courses:

- CHEM 101* or CHEM 204 Intro to Chemistry(4) or General Chemistry (4)
- GEOL 202 Physical Geology (5)
- BIOL 211/212 Principles Biology I & II (10)
- SOC 205 Social Problems (5)
- ENV 200 Intro To Env Studies (3)
- STAT 243 Elementary Statistics (4)
- ECON 115 Econ of Social Issues (5)
- FW 251 Fish And Wildlife Conservation (3)
- GEOL 316 Geographic Information Systems (5)
- WR 320 Professional Writing (3)
- WR 329 Grant Writing (1)

*Students may count CHEM 204 in place of CHEM 101, and must take CHEM 204 for the Biology Concentration

**Total 48**

**A. Pre-Approved Environmental Studies – Biology Concentration**

Complete the following 46 credit hour courses for the Biology Concentration:

- BIOL 213 Principles Of Biology (5)
- CHEM 205/206 General Chemistry (10)
- BIOL 323 or BIOL 334 Microbiology(5) or Plant Taxonomy(5)
- BIOL 357/358 Ecology (5) (Prereqs: BIOL 211 – 213)
- CHEM 360/361 Environmental Chemistry (5)
- STAT 352 Statistics (4)
- SOC 370 Environment And Society (5)
- ENV 401 Research Project (capstone) (3)
- ENV 409 Practicum (4)

**Total 46**

**Credit Summary Environmental Studies Pre-Approved Program-**

- General Education requirement: 60
- Environmental Studies Core: 48
- Biology Concentration: 46
- General Electives: 26
- Total: 180

---

**B. Pre-Approved Environmental Studies – Social Science Concentration**

Complete the following 45 credit hour courses for the Social Science Concentration:

- COM 111 Interpersonal Communication (3)
- POLS 314 State And Local Government (5)
- SOC 370 Environment And Society (5)
- HIST 345 Environmental History (5)
- ENV 401 Research Project (capstone) (3)
- ENV 409 Practicum (4)

General Electives (at least two natural or applied science courses)(27)

**Total 45**
liberal studies             Arts and Sciences
100

Required Elective (4-5 credits)
Personality (UWR) (5)
PSY 370
Principles of Cognitive Psych (UWR) (5)
PSY 335
Emotion (5)
PSY 330

Psychology track:
Choose 3 courses
PSY 345, PSY 453, PSY 330, PSY 335, PSY 370,
BA 411, (4) BA 460, BA461, BA 462, BA 487, BA 451, BA
462, BA 465

Required Capstone: (4 credits)
A thesis paper that integrates prior academic work in both
Disciplines, focusing on the selected track (choose one):

LS 401 (If from College of Arts and Science) UWR (4) OR
LS 402 (If from College of Business) UWR (4)
Total credits required: 63-65 credits

D. INDIVIDUALIZED PROGRAM
The 60 credit hour program of study has the following
requirements and restrictions:

(a) 18 credits, exclusive of practicum, (of which 9 or more
must be upper division) in each of two subject fields for a
total of 36 credits.

(b) A minimum of 36 upper division credits (which may
include the credits required above) of which: four courses
meet the UWR; and no more than 5 (five) credits may be
practicum.

(c) An approved capstone experience.

Support courses may be included if they strengthen the total
program. Complete all institutional requirements in addition
to the requirements for the individualized program. Students
must work closely with their adviser to plan this program.

In addition to completing all Program credits in the selected
Program Option A, B, C, or D above, complete all General
Requirements for a BA/BS in Liberal Studies listed earlier in
this section.

COURSE DESCRIPTIONS
Select one of the following:
LS 401 (Arts & Science) –Capstone Credits: 4:00
Individualized capstone project conducted with a faculty
capstone adviser in student’s main subject areas.
Prerequisites: 1)Completion of Liberal Studies Orientation
Tutorial 2) Admission to Liberal Studies Program 3) Approval
of Capstone Proposal form. Restrictions: May not be enrolled
in one of the following class(es): Freshman, Sophomore.

LS 402 (Business) –Capstone Credits: 4:00
Individualized capstone project conducted with a faculty
capstone adviser in student’s main subject areas.
Prerequisites: 1)Completion of Liberal Studies Orientation
Tutorial 2) Admission to Liberal Studies Program 3) Approval
of Capstone Proposal form Restrictions: May not be enrolled
in one of the following class(es): Freshman, Sophomore.

LS 403 (Education) –Capstone Credits: 4:00
Individualized capstone project conducted with a faculty
capstone adviser in student’s main subject areas.
Prerequisites: 1)Completion of Liberal Studies Orientation
Tutorial 2) Admission to Liberal Studies Program 3) Approval
of Capstone Proposal form. Restrictions: May not be enrolled
in one of the following class(es): Freshman, Sophomore.
PROGRAM OBJECTIVES
The program in mathematics has three primary objectives:

- To provide a major in mathematics that develops the attitude of mind and analytical skills required for effective use and understanding of mathematics.

- To provide a major which prepares students for a variety of career choices, including graduate study, industrial and business careers, and secondary school teaching. Within teaching, more generally, to prepare highly qualified teachers of mathematics for elementary, middle and secondary schools.

- To provide the necessary mathematical and statistical support courses for students in other disciplines, including computer science, physical and biological sciences, social science, business and economics, and health.

LEARNING OUTCOMES
Graduates from the Mathematics Program will have demonstrated proficiency in the following four areas:

1. Content Knowledge: demonstrate a broad-based knowledge of mathematical content and technique.

2. Problem Solving: demonstrate problem-solving skills in the context of mathematics, and the ability to apply techniques learned in the study of specific topics in new areas.

3. Inquiry and Analysis: employ the skills of independent, careful analysis of mathematical exposition.

4. Communication: use written and oral communication skills appropriate to mathematical exposition.

MEANS OF ASSESSMENT
Means of outcomes assessment include midterm and comprehensive final examinations, homework exercises and quizzes, individual and group projects, classroom presentations, term papers and a capstone project. For example, students generally demonstrate their mastery of fundamental areas of mathematics through performance on examinations. Skills in logical reasoning are demonstrated by constructing rigorous proofs of mathematical theorems, or constructing counterexamples if applicable. In addition to regular course work, problem solving skills may be demonstrated by participation in the Mathematical Contest in Modeling. Classroom presentations encourage students to develop skills in communicating mathematical ideas and subtleties to an audience of their peers. Finally, every graduating senior completes a capstone project in which the student’s development in multiple areas is demonstrated.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN MATHEMATICS

1. Complete the EOU graduation requirements.

2. Completion of a minimum of 68 credit hours in Mathematics including a minimum of 40 upper division credit hours in Mathematics.

3. Complete each of the following mathematics core courses with a “C-” or better:

   - MATH 251 Calculus I (4)
   - MATH 252 Calculus II (4)
   - MATH 253 Calculus III (4)
   - MATH 254 Calculus IV (4)
   - MATH 341 Linear Algebra (4)
   - STAT 243 Elementary Statistics (4)
   - CS 161 Foundations of CS I (4)
   - MATH 382 Structure of Abstract Mathematics (4)
   - MATH 311 Advanced Calculus (4)
   - MATH 344 Modern Algebra I (4)
   - MATH 412 Real Analysis (4) or
   - MATH 445 Modern Algebra II (4)
   - MATH 407 Capstone Seminar (4)

4. In addition to the courses above, complete a minimum of 20 hours of upper-division mathematics electives* (for a no-concentration major) or Electives designated by concentration. Grades for the electives counted toward this requirement must average to at least a “C” (2.00). (*Students may count STAT 352 as a MATH elective for this purpose.)

   The Theoretical Mathematics concentration requires the following courses in addition to the mathematics core:

   - CS 162 Foundations of CS II (4)
   - MATH 321 Differential Equations (4)
   - MATH 338 Modern Geometry (4)
   - MATH 355 Advanced Discrete Mathematics (4)
   - MATH 412 Real Analysis (4) or
   - MATH 445 Modern Algebra II (4), whichever was not taken as part of the mathematics core (4) additional credit hours of upper-division MATH electives (Students may count STAT 352 as a MATH elective for this purpose)

   The Applied Mathematics concentration requires the following courses in addition to the mathematics core:

   - CS 162 Foundations of CS II (4)
   - MATH 321 Differential Equations (4)
   - MATH 323 Mathematical Modeling (4)
   - MATH 483 PDEs and Engineering Mathematics (4)
   - STAT 352 Statistics (4)

   And any two of the following
   - MATH 361 Probability and Statistics (4)
   - MATH 452 Operations Research (4)
   - MATH 462 Applied Regression Analysis (4)
The Mathematical Studies concentration requires the following courses in addition to the mathematics core:

MATH 323 Mathematical Modeling (4)
MATH 338 Modern Geometry (4)
MATH 355 Advanced Discrete Mathematics (4)
(8) additional credit hours of upper-division MATH electives
(Students may count STAT 352 as a MATH elective for this purpose)

TYPICAL FIRST YEAR CURRICULUM
MATHEMATICS (with no concentration, beginning with
College Algebra)

TYPICAL FIRST YEAR CURRICULUM
Fall
MATH 111 College Algebra (4)
General Education/Electives (8-11)

Winter
MATH 112 Precalculus (4)
CS 161 Foundations of CS I (4)
General Education/Electives (7-10)

Spring
STAT 243 Elementary Statistics (4)
General Education/Electives (11-14)

TYPICAL SECOND YEAR CURRICULUM
Fall
MATH 251 Calculus I (4)
General Education/Electives (11-14)

Winter
MATH 252 Calculus II (4)
General Education/Electives (11-14)

Spring
MATH 253 Calculus III (4)
General Education/Electives (11-14)

TYPICAL THIRD YEAR CURRICULUM
Fall
MATH 341 Linear Algebra (4)
MATH Elective* (4)
General Education/Electives (5-8)

Winter
MATH 254 Calculus IV (4) or
MATH Elective* (4)
General Education/Electives (8-11)

Spring
MATH 382 Structures of Abstract Math (4)
MATH Elective* (4)
General Education/Electives (5-8)

TYPICAL FOURTH YEAR CURRICULUM
Fall
MATH 311 Advanced Calculus (4) or
MATH 344 Modern Algebra I (4)
MATH 407 Capstone Seminar (1)

Winter
MATH Elective* (4)
General Education/Electives (4-8)

Spring
MATH 412 Real Analysis (4) or
MATH 445 Modern Algebra (4)
MATH 254 Calculus IV (4) or
MATH Elective* (4)
MATH 407 Capstone Seminar (1)
General Education/Electives (0-4)

CONCENTRATION IN THEORETICAL MATHEMATICS
THEORETICAL MATHEMATICS OBJECTIVES
This concentration is designed for those students who are interested in graduate study in mathematics. The designated electives -- Geometry, Advanced Discrete Mathematics and Differential Equations -- give students a solid undergraduate foundation. In addition, these students will complete two term sequences in both Real Analysis and Abstract Algebra, two of the pillars on which graduate-level courses are founded. To complete this concentration in four years, a student interested in this concentration must come to EOU prepared to enroll in at least MATH 251.

TYPICAL FOUR YEAR CURRICULUM:
THEORETICAL MATHEMATICS
TYPICAL FIRST YEAR CURRICULUM
Fall
MATH 251 Calculus I (4)
CS 161 Foundations of CS I (4)
General Education/Electives (7-10)

Winter
MATH 252 Calculus II (4)
CS 162 Foundations of CS II (4)
General Education/Electives (7-10)

Spring
MATH 253 Calculus III (4)
General Education/Electives (7-10)

TYPICAL SECOND YEAR CURRICULUM
Fall
MATH 341 Linear Algebra (4)
MATH Elective* (4)
General Education/Electives (5-8)

Winter
MATH 254 Calculus IV (4) or
MATH Elective* (4)
General Education/Electives (8-11)

Spring
MATH 382 Structures of Abstract Math (4)
MATH Elective* (4)
General Education/Electives (5-8)

TYPICAL FOURTH YEAR CURRICULUM
Fall
MATH 311 Advanced Calculus (4) or
MATH 344 Modern Algebra I (4)
MATH 407 Capstone Seminar (1)

Winter
MATH Elective* (4)
General Education/Electives (4-8)

Spring
MATH 412 Real Analysis (4) or
MATH 445 Modern Algebra (4)
MATH 254 Calculus IV (4) or
MATH Elective* (4)
MATH 407 Capstone Seminar (1)
General Education/Electives (0-4)

* Math electives must include at least 20 credit hours of upper division mathematics courses. STAT 352 counts as a mathematics course for this purpose.
MATH 355 Advanced Discrete (4) or
MATH 338 Modern Geometry (4)
MATH 382 Structures of Abstract Math (4)
General Education/Electives (11-14)

TYPICAL THIRD YEAR CURRICULUM
Fall
MATH 311 Advanced Calculus (4) or
MATH 344 Modern Algebra I (4)
MATH elective* (4)
General Education/Elective (5-7)

Winter
MATH 412 Real Analysis (4) or
MATH 445 Modern Algebra II (4)
MATH 254 Calculus IV (4) or
MATH Elective* (4)
General Education/Elective (4-8)

Spring
MATH Elective* (4)
MATH 338 Modern Geometry (4) or
MATH 355 Advanced Discrete (4)
General Education/Electives (7 - 10)

TYPICAL FOURTH YEAR CURRICULUM
Fall
MATH 344 Modern Algebra I (4) or
MATH 311 Advanced Calculus (4)
MATH 407 Capstone Seminar (1)
MATH Electives* (4)
General Education/Elective (6-9)

Winter
MATH 445 Modern Algebra II (4) or
MATH 412 Real Analysis (4)
MATH 407 Capstone Seminar (1)
MATH Elective* (4)
General Education/Elective (6-9)

Spring
MATH 407 Capstone Seminar (2)
MATH Elective* (4)
General Education/Elective (9-12)
*Math electives must include at least 4 credit hours of upper-
division mathematics courses. STAT 352 counts as a math-
ematics course for this purpose.

CONCENTRATION IN MATHEMATICAL STUDIES
MATHEMATICAL STUDIES OBJECTIVES
This concentration is designed specifically for students who
intend to pursue a career teaching mathematics at the high
school level. The selected electives – Geometry, Advanced
Discrete Mathematics, and Mathematical Modeling – are the
most appropriate for a student planning to teach at this level.
This concentration can be completed in four years by a stu-
dent who comes to EOU prepared for at least Math 095.

TYPICAL FOUR YEAR CURRICULUM:
MATHEMATICAL STUDIES
TYPICAL FIRST YEAR CURRICULUM
MATH 111 College Algebra (4)
General Education/Electives (8-11)

Winter
MATH 112 Precalculus (4)
CS 161 Foundations of CS I (4)
General Education/Electives (7-11)

Spring
STAT 243 Elementary Statistics (4)
General Education/Electives (11-14)

TYPICAL SECOND YEAR CURRICULUM
Fall
MATH 251 Calculus I (4)
General Education/Electives (11-14)

Winter
MATH 252 Calculus II (4)
General Education/Electives (11-14)

Spring
MATH 253 Calculus III (4)
General Education/Electives (0-4)

TYPICAL THIRD YEAR CURRICULUM
Fall
MATH 311 Advanced Calculus (4) or
MATH 344 Modern Algebra I (4)
MATH 407 Capstone Seminar (1)
MATH Elective* (4)
General Education/Electives (4-8)

Winter
MATH 412 Real Analysis (4) or
MATH 445 Modern Algebra II (4)
MATH 407 Capstone Seminar (1)
MATH Elective* (4)
General Education/Electives (4-8)
### Spring
- MATH 344 Modern Algebra I (4) or
- MATH 311 Advanced Calculus (4)
- MATH 355 Advanced Discrete (4) or
- MATH 338 Modern Geometry (4)
- MATH 407 Capstone Seminar (2)
- MATH Elective* (4)
- General Education/Electives (0 - 4)
*Math electives must include at least 8 credit hours of upper-division mathematics courses. STAT 352 counts as a mathematics course for this purpose.

### TYPICAL FOUR YEAR CURRICULUM

#### Fall
- MATH 311 Advanced Calculus (4) or
- MATH 344 Modern Algebra I (4)
- MATH 323 Mathematical Modeling (4) or
- MATH 361 Probability & Stat (4)
- MATH 407 Capstone Seminar (1)
- General Education/Electives (4-8)

#### Winter
- MATH 254 Calculus IV (4) or
- MATH 483 PDEs and Engineering Math (4)
- MATH 407 Capstone Seminar (1)
- General Education/Electives (4-8)

#### General Education/Electives (7-10)

#### REQUIREMENTS FOR THE MINOR IN MATHEMATICS
1. Completion of a minimum of 32 credits in mathematics.
2. Complete the calculus sequence (MATH 251, 252, 253), Linear Algebra (MATH 341), and Structure of Abstract Math (MATH 382).
3. Complete an additional 12 hours of mathematics courses number 231, 254 or upper division.
4. Earn a grade of "C-" or better in MATH 251, 252, 253 and a minimum GPA of 2.00 in all other courses counting toward the minor.
5. A minimum of 10 credits applied toward the minor must be completed at Eastern.

#### REQUIREMENTS FOR THE MINOR IN MATHEMATICAL STUDIES
(multidisciplinary studies majors only)
1. Complete the following courses:
   - MATH 211 Foundations of Elementary Mathematics I (4)
   - MATH 251 Calculus I (4)
MATHEMATICS COURSE DESCRIPTIONS

**MATH 252 Calculus II (4)**

**STAT 243 Elementary Statistics (4)**

**MATH 338 Modern Geometry (4)**

**CS 161 Foundations of CS I (4)**

**MTHE 333 Mathematics in the Elem School (5)**

One mathematics course numbered 231, 254, or upper-division (4) Total (minimum) 33 CREDITS

2. Complete each of the courses counting toward the minor with a grade of “C-” or better and an overall GPA of 2.00.

3. A minimum of 10 credits applied toward the minor must be completed at EOU.

**REQUIREMENTS FOR THE MINOR IN STATISTICAL MATHEMATICS**

1. Complete the following courses:
   - MATH 251 Calculus I (4)
   - MATH 252 Calculus II (4)
   - MATH 341 Linear Algebra (4)
   - STAT 243 Elementary Statistics (4) or STAT 327/PSY 327 Stat & Exper Design (4)
   - STAT 352 Statistics (4)

2. Complete each of the courses counting toward the minor with a grade of “C-” or better with an overall GPA of 2.00.

3. A minimum of 10 credits applied toward the minor must be completed at EOU.

**MATH 111- College Algebra Credits: 4.00**

This course is the first of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 095 or equivalent.

**MATH 112- Precalculus Credits: 4.00**

This course is the second of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric, and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 111 or equivalent.

**MATH 105- Lotteries & Loans*SMI Credits: 4.00**

This course is an introduction to certain areas of mathematics whose applications are important and whose study will help develop critical thinking skills. Two major topics are covered. One topic is the mathematics of finance, or “loans,” which includes borrowing, saving, mortgages, leases and amortization and derivative securities. The other topic is “lotteries,” which includes the elementary counting techniques including permutations and combinations, finite sample space probability theory, normal distributions and the Central Limit Theorem, and games of chance. Prerequisite: Math 095 or equivalent.

**MATH 110- MATH 110 Credits: 1.00 TO 6.00**

Topics of current interest to students and faculty.

**MATH 110- MATH 110 Credits: 4.00**

This course is the second of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 111 or equivalent.

**MATH 112- Precalculus Credits: 4.00**

This course is the first of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric, and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 111 or equivalent.

**MATH 105- Lotteries & Loans*SMI Credits: 4.00**

This course is an introduction to certain areas of mathematics whose applications are important and whose study will help develop critical thinking skills. Two major topics are covered. One topic is the mathematics of finance, or “loans,” which includes borrowing, saving, mortgages, leases and amortization and derivative securities. The other topic is “lotteries,” which includes the elementary counting techniques including permutations and combinations, finite sample space probability theory, normal distributions and the Central Limit Theorem, and games of chance. Prerequisite: Math 095 or equivalent.

**MATH 110- MATH 110 Credits: 1.00 TO 6.00**

Topics of current interest to students and faculty.

**MATH 111- College Algebra Credits: 4.00**

This course is the first of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 111 or equivalent.

**MATH 112- Precalculus Credits: 4.00**

This course is the second of a two-part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 112 Precalculus. In this course, students experience a detailed treatment of exponential, logarithmic, trigonometric, and inverse trigonometric functions designed to prepare them for calculus. Prerequisite: MATH 112 or equivalent.
MATH 202- MathExcel For 251 Credits: 1.00
In this course, students work together in a low-stress environment to find workable approaches to math problems a bit more challenging than those in their concurrent MATH 251 class. This course does not fulfill the math requirement for a BS degree. Prerequisite: Must be concurrently enrolled in MATH 251.

MATH 208- Workshop Credits: 1.00 TO 6.00
A workshop emphasizing exchange of ideas by students working in a specific area of mathematics or a related discipline. Sessions are scheduled in blocks of times where attendance is mandatory. Outside reading, papers, and/or projects may be expected as pre- and post-assignments to the workshop.

MATH 209- Field Placement Credits: 1.00 TO 15.00
A planned and supervised work experience involving mathematics at an introductory level, this course offers students an opportunity to examine career goals through a work experience with approved learning objectives.

MATH 210- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty.

MATH 211- Found Elem Math I*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Introduction to basic concepts of elementary mathematics designed to initiate the building of an understanding and appreciation of the nature, structure, philosophy, and history of mathematics. Prerequisite: MATH 095.

MATH 212- Found Elem Math II*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Introduction to basic concepts of elementary mathematics designed to initiate the building of an understanding and appreciation of the nature, structure, philosophy, and history of mathematics. Prerequisite: MATH 095.

MATH 213- Found Elem Mth III*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Introduction to basic concepts of elementary mathematics designed to initiate the building of an understanding and appreciation of the nature, structure, philosophy, and history of mathematics. Prerequisite: MATH 095.

MATH 214- Discrete Mathematics Credits: 4.00
This course provides an introduction to several topics from Discrete Mathematics, including mathematical induction, Boolean logic and set operations, counting theory (combinatorics), and graph theory. Prerequisite: MATH 111 or equivalent.

MATH 239- Surv Calculus Part I*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This course is the first of a two part course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 241, Survey of Calculus. Topics cover an introductory look at the calculus of a small family of functions, primarily those encountered in high school algebra. Both differentiation and integration will be discussed together with applications of each. This course, only when combined with MATH 240, will meet the math competency requirement. Prerequisite: MATH 111 or equivalent.

MATH 240- Surv Calculus Part II*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This course is the second of a two course sequence to be offered. The two course sequence will be equivalent in credit and content to MATH 241, Survey of Calculus. Topics cover an introductory look at the calculus of a small family of functions, primarily those encountered in high school algebra. Both differentiation and integration will be discussed together with applications of each. This course, only when combined with MATH 239, will meet the math competency requirement. Prerequisite: MATH 239 or equivalent.

MATH 241- Survey Calculus*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
An introductory look at the calculus of a small family of functions primarily those encountered in high school algebra. Both differentiation and integration will be discussed together with applications of each. Prerequisite: MATH 111 or equivalent.

MATH 251- Calculus I*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Differential Calculus including functions, limits, continuity, differentiation formulas, implicit differentiation, higher order derivatives, related rates, differentials, optimization problems, how the derivative affects the shape of a graph and an introduction to antiderivatives. Prerequisite: MATH 112.

MATH 252- Calculus II*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Integral Calculus including the definite integral, the fundamental theorem of Calculus, area between curves, volumes by slicing, L'Hopital's Rule, the Calculus of the exponential and logarithmic functions, techniques of integration, improper integrals and arc length. Prerequisite: MATH 251.

MATH 253- Calculus III*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Multivariable Calculus including equations of lines and planes, cylinders and quadric surfaces, vector functions, Calculus of vector functions, functions of several variables, partial derivatives, the gradient vector, maximum and minimum values, iterated integrals, multiple integrals, cylindrical and spherical coordinates, triple integrals in cylindrical and spherical coordinates. Prerequisite: MATH 253.

MATH 254- Calculus IV*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
Parametric equations and curves, Calculus with parametric curves, polar coordinates, conic sections, sequences, series, convergence tests for series, power series, Taylor and Maclaurin series, three dimensional coordinate system, vectors, dot product and cross product. Prerequisite: MATH 252.

MATH 300- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty. Student must have at least sophomore standing to register for this course.
MATH 311 - Advanced Calculus Credits: 4.00
A careful examination of the calculus of single variable functions. Topics include limits, completeness and compactness, sequences and series, continuity and convergence of functions. Prerequisite: MATH 382. Student must have at least sophomore standing to register for this course.

MATH 321 - Differential Equations Credits: 4.00
This course examines techniques of solution for ordinary differential equations including first order differential equations, linear differential equations of higher order, Euler's method, linear systems of differential equations and applications. Prerequisite: MATH 252. Student must have at least sophomore standing to register for this course.

MATH 323 - Intro Math Modelings Credits: 4.00
An introduction to the techniques of building and analyzing mathematical models. Discrete and continuous models in both scalar and vector systems are examined. Prerequisites: MATH 252 required, STAT 243 and MATH 341 recommended. Student must have at least sophomore standing to register for this course.

MATH 338 - Modern Geometry Credits: 4.00
A consideration of Euclid's parallel postulate and an introduction to non-Euclidean geometry. Prerequisite: MATH 252 or consent of instructor. Student must have at least sophomore standing to register for this course.

MATH 341 - Linear Algebra Credits: 4.00
An introduction to linear algebra including systems of linear equations, vector and matrix algebra, determinants, linear transformations, eigenvalues and eigenvectors, and the concepts of basis and dimension. Prerequisite: MATH 252 or consent of instructor. Student must have at least sophomore standing to register for this course.

MATH 344 - Modern Algebra I Credits: 4.00
An introduction to group theory. Topics covered include construction of examples, normal subgroups, factor groups, the homomorphism theorem, and group actions. Prerequisite: MATH 382. Student must have at least sophomore standing to register for this course.

MATH 355 - Adv Top Discrete Math Credits: 4.00
This course examines topics in discrete mathematics at an advanced level. Topics include set theory, relations, graph theory, analysis of algorithms, and enumeration. Prerequisite: MATH 252 or consent of instructor. Student must have at least sophomore standing to register for this course.

MATH 358 - Numerical Analysis Credits: 3.00
In this course students examine numerical techniques for solutions of equations, series, integration, differentiation and matrices. Error analysis. Prerequisite: MATH 253. Student must have at least sophomore standing to register for this course.

MATH 361 - Probability & Statistics Credits: 4.00
In this course, students examine the foundation of elementary probability theory and statistics in both the discrete and continuous cases. Topics include probability density functions, moments and moment generating functions, random variables, samples and sampling distributions, estimation of parameters, and applications. Prerequisite: MATH 252 and STAT 243. Student must have at least sophomore standing to register for this course.

MATH 382 - Structures Abstract Math Credits: 4.00
This course provides an introduction to many topics used frequently in advanced courses, as well as a thorough introduction to proof techniques. The context includes elementary logic, naive set theory, number theory, and topology. Prerequisite: MATH 341 or consent of instructor. Student must have at least sophomore standing to register for this course.

MATH 401 - Research Credits: 1.00 TO 4.00
Individual research project selected with and supervised by a member of the mathematics faculty. Prerequisite: Consent of instructor.

MATH 405 - Reading and Conf. (Arranged) Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

MATH 407 - Seminar/Capstone (arranged) Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

MATH 408 - Workshop Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

MATH 409 - Field Placement Credits: 1.00 TO 15.00
A planned and supervised work experience involving mathematics at an advanced level, this course offers students an opportunity to examine career goals through a work experience with approved learning objectives. Student must have at least junior standing to register for this course.

MATH 410 - Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

MATH 412 - Real Analysis Credits: 4.00
A second term of advanced calculus covering the theory of derivatives and the Riemann integral. Prerequisite: MATH 311. Student must have at least junior standing to register for this course.

MATH 445 - Modern Algebra II Credits: 4.00
Continues the studies begun in MATH 344, extended by an introduction to rings and fields. Prerequisite: MATH 344. Student must have at least junior standing to register for this course.

MATH 452 - Operations Research Credits: 4.00
In this course, students examine linear optimization methods in mathematics. Topics include linear programming models, solution techniques, and sensitivity analysis. Prerequisite:
MATH 252 and 341. Student must have at least junior standing to register for this course.

MATH 453- Operations Research Credits: 4.00
In this course, students examine nonlinear optimization methods in mathematics. Topics include dynamic programming, integer programming, nonlinear programming, queuing models, and inventory models. Prerequisite: STAT 243 and Math 254. Student must have at least junior standing to register for this course.

MATH 462- Applied Regression Analysis Credits: 4.00
An introduction to statistical methods in regression and analysis of variance through the unifying theme of the general linear model Prerequisite: STAT 243 and MATH 341 required; STAT 352 recommended. Student must have at least junior standing to register for this course.

MATH 483 – PDEs & Engineering Math Credits: 4.00
A course covering advanced multi-variable and complex calculus together with partial differential equations. Topics include Fourier series, the heat and wave equations, analytic mappings of the complex plane, and other advanced mathematics commonly used in the fields of physics and engineering. Prerequisite: MATH 321 required and MATH 254 recommended. Student must have at least junior standing to register for this course.

MATH 501- Research (arranged) Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

MATH 505- Reading and Conf (arranged) Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

MATH 507- Seminar Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

MATH 708- Workshop Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

Eastern Oregon University

Media Arts & Communication

Media Arts and Communication is an interdisciplinary degree program delivered by faculty from the following programs:

- Art
- Computer Science and Multimedia
- English/Writing
- Theatre

PROGRAM OBJECTIVES
Eastern Oregon University offers an interdisciplinary Media Arts and Communication (MAC) program with four distinct concentrations leading to a Bachelor of Sciences or a Bachelor of Arts degree. To suit their career goals, students may select more than one concentration to emphasize. For example, students may combine Film Production and Journalism or Communication and Digital Design or any combination that will suit their interests. Visit http://www.eoumac.com for an updated list of requirements and information about the MAC program.

Concentration Options
A. Communication (B.A. or B.S.) no longer available June 2013
B. Journalism (B.A. or B.S.)
C. Digital Design (B.A. or B.S.)
D. Film Production (B.A. or B.S.) no longer available June 2013

A Major in Media Arts and Communication gives students foundational preparation for understanding and analyzing the aesthetic, theoretical, and digital paradigms that inform a wide range of media. The Media Arts and Communication program emphasizes both knowledge and practical skills in ‘new media’ and human communication through exploration of the intersection of aural, technological, textual, and visual literacies. Students are prepared for entry into media-oriented and/or communication related fields such as journalism, broadcast writing, scriptwriting, film and multimedia production, audio production, web-authoring, and advertising, and can work as communication technicians and experts in industrial corporations, mass media, government, education, nonprofit organizations, health care, entertainment and consulting agencies or for entry into more specialized graduate programs in film, communication, or multimedia.

The four concentration areas share a common core of courses designed to give students a firm foundation in film and music aesthetics, visual composition, the production and layout of image and text, and multimedia applications. All concentrations are anchored by the “common core,” which emphasizes acquisition of multiple literacies involved in ‘new media’ construction. The shared core also requires Senior-level students to seek practicum or internship credits in various media enterprises (student and city newspapers, school
and city radio stations, campus and local teleproductions, and area multimedia businesses). Practica and internships will enable students to gain experience in their areas of concentration prior to graduation. Our goal is to provide our local and national community with rhetorically efficient, ethnically sensitive, and technically savvy communicators and media producers who know how to build community for the common good.

LEARNING OUTCOMES
Learning outcomes for each concentration are distinct but related to the following program learning outcomes:

1. Content Knowledge: Demonstrate mastery of content in area of concentration (Communication, Journalism, Digital Design, and/or Film Production)

2. Critical Thinking: Demonstrate through critical thinking an understanding of the history of mass media and communication.

3. Inquiry and Analysis: Demonstrate inquiry and analysis on media products.

4. Integrated and Applied Learning: Integrate and apply the aesthetic and formal principles of media in media products. In addition, each concentration emphasizes the cognitive syntheses between aural, oral, visual, and textual literacies as follows:

A. Communication - Upon completion of the degree, students should be able to:
- develop the speaker’s instrument (voice, body, imagination) through research and speaking exercises
- obtain an understanding of the role of communication in critical thinking and decision-making
- evaluate, analyze and adapt information to different contexts
- understand the role of communication in society
- explore new ways of communicating through the use of technology
- increase the student’s ability to influence an audience and the situation at hand with positive, effective communication choices

B. Journalism: Upon completion of the degree, students should be able to:
- Demonstrate an understanding of the history of mass media and communication.
- Demonstrate interviewing, reporting and editing skills.
- Write copy for newspapers.
- Write copy for news broadcasts.
- Demonstrate applicable skills in multimedia software.

C. Digital Design: Upon completion of the degree, students should be able to: no longer available June 2013
- Formally and critically analyze media projects in both oral and written format.
- Demonstrate understanding of the principles of effective media design.
- Demonstrate effective implementation of appropriate digital media.
- Exhibit skills in design and development of text, graphic and web content for new media and other applications.
- Exhibit and demonstrate an understanding of information hierarchy and interactive systems in visual and written communications.

D. Film Production - Upon completion of the degree, students should be able to: no longer available June 2013
- demonstrate proficiency with filmmaking equipment and software.
- describe the history and evolution of the various modes of film production and the effect of digital technology on the medium.
- describe the various phases of the filmmaking process from script development, and pre-visualization, to post production and digital distribution.
- understand methods and processes related to each phase of digital film production.
- describe the various specialized jobs of filmmaking crew with emphasis on areas specifically related to digital production, post-production, and digital distribution.
- make films with attention to established modes and methods of production
- write, direct, and edit a short film

MEANS OF ASSESSMENT
Student learning will be assessed using any combination of methods appropriate to the concentration area, including but not limited to:

- Critical essays
- Learning essays
- Feature stories
- Editorials
- News Articles
- News Broadcasts
- Tests
- Multimedia projects
- Multigenre projects
- Art-Multimedia projects
- Visual literacy essays
- Sequenced skill-building assignments in image, sound, and text
- Audience analysis
- Image analysis
- Community based projects
- Presentations to MAC faculty
- Bringing a project together: cognitive synthesis essays
- Storyboards
- Scripts for film and other media
- Film: narrative, documentary, experimental

REQUIREMENTS FOR THE MAJOR IN MEDIA ARTS & COMMUNICATION

1. Admission to the Media Arts program may be achieved by meeting the following requirements:

   a. complete at least 45 credits of college work with a GPA of 2.00 or better;

   b. complete two courses in the Common Core, and MM 125 with a grade of "C-" or better;

2. Complete EOU graduation requirements.

3. Complete the institutional math requirement for the B.S. and for the B.A.

4. Complete the foreign language requirement for the B.A.

5. Although a C- is acceptable for individual courses, accumulative 2.0 GPA is required for Media Arts Program Requirements overall.

6. Complete the 200 and 300 level Common Core* courses by the end of the Sophomore year, if possible.

Common Core*
ART 206 Art History III (3)
COM 250 Communication and Society (3)
MA 260 Foundations of Mass Media (4)
MM 125 Foundations of Digital Media (3)
ART 260 Beginning Photography (4)
WR 330 Digital Rhetoric (3)
MA 409 Practicum (minimum 2 credits) (1-12)
MA 403 Capstone (3)

25 credits

CONCENTRATION AREAS

A. Communication Concentration Requirements:
COM 111 Interpersonal Communication (3)
COM 112 Public Speaking (3)
COM 211 Small Group Communication (3)
COM 215 Conflict Management (3)
COM 285 Communication Law and Ethics (4)
COM 345 Advertising Principles and Practice (4)
COM 350 Public Relations Principles and Practice (4)
JNL 230 News Writing I (4)
MA 360 Media Theory (4)

Electives:
Students must take at least 20 hours from the following list:

WR 122 Argumentative Writing (4)
JNL 231 News Writing II (4)

WR 320 Professional Writing (3)
COM 214 Oral Interpretation (3)
COM 230 Are You Listening (3)
COM 235 Non-verbal Communication(4)
COM 325 Intercultural Communication (3)
COM 335 Communication, Gender and Culture (3)
COM 340 Interviewing Strategies (3)
COM 410 Special topics
BA 312 Principles of Marketing (5)
SCI 2001 FM Broadcasting (1)
POLS 340 Politics and Media (5)
SOC 345 Media/Poltics/Propaganda (5)

With permission from the faculty’s adviser, a course with a strong communication component may be substituted for an elective.

48 credits (minimum)

B. Journalism Concentration Requirements:
Students may not obtain a minor and a concentration in the same area.

1. Complete Media Arts Core.

2. Required Courses
JNL 230 News Writing I (4)
JNL 231 News Writing II (3)
COM 285 Communication Law & Ethics (4)
COM 345 Advertising Principles and Practice (4)
COM 350 Public Relations Principles and Practice (4)
MA 360 Media Theory (offered every other year) (4)
MA 409 Practicum (4 credits beyond core requirement) (1-4)

26 credits

After completion of WR 230, students are expected to write for The Voice, the student newspaper to obtain practical experience. Students may also obtain WR 409 practicum credits by writing for The Voice.

3. Choose a minimum of 19 credits from the following, with at least 15 credits from upper division.

WR 122 Argumentative Writing (3)
MM 225 Introduction to Multi-Media Development (3)
MM 252 Introduction to Web Authoring (3)
MM 362 Digital Audio Production (3)
JNL 331 Advanced News Writing (4)*
WR 351 Professional Editing and Publishing (3)*
JNL 363 Writing for New Media (4)
JNL 364 Television Writing and Production (4)
JNL 365 Radio Writing and Production (4)
WR 371 Feature Writing (4)*
JNL 464 Editing the Media (3)
ART 363 Photojournalism (4)
ART 364 Digital Photography (4)
POLS 340** Politics and the Media (5)
SOC 345 Media/Poltics/Propaganda (5)
SCI 2001*** FM Broadcasting I (1)

*Offered every other year.
**Take one or the other, not both, for elective credit.
***Take before or simultaneously with WR 365

38 credits (minimum)
C. Digital Design Concentration Requirements:
- ART 120 Design I (4)
- ART 220 Design II (4)
- ART 227 Graphics (4)
- ART 364 Digital Photography (4)
- MM 252 Introduction to Web Authoring (3)
- MM 327 Introduction to Computer Graphics Applications (3)
- MM 352 Intermediate Web Authoring (3)
- MM 360 3-D Graphics and Animation (3)
- MM 368 2-D Digital Animation (3)

Complete at least 3 courses from the following electives; with MAC faculty advisor consent, students may substitute 310 and 410 credits that carry significant design related content.
- CS 370 User Interface Design (3)
- ART 290 Beginning Sculpture (4)
- ART 291 Beginning Sculpture (4)
- ART 360 Advanced Photography (4)
- MM 225 Intro. to Multimedia Development (3)
- MM 362 Digital Audio Production (3)
- MM 452 Advanced Web Authoring (3)
- MM 460 Advanced 3-D Graphics & Animation (3)

40 credits (minimum)

D. Film Production Concentration Requirements:
- THEA 150 Acting I (4)
- ENGL 195 Introduction to Film (4)
- WR 243 Screenwriting Fundamentals (3)
- ENGL 199 World Cinema (4)
- ENGL 207 Applied Film Criticism (4)
- MM 264 Introduction to Filmmaking (3)
- MM 364 Film Production (3)
- MM 366 Video Post Production (4)
- MA 404 Capstone Film Production (2)
- MA 405 Capstone Post Production (2)

Complete at least 12 credits from the following elective courses of which at least 9 credits should be upper level. Students are encouraged to follow outlined sequences.

Lighting:
- ART 366 Studio Photography (4)
- THEA 265 Stage Lighting (3)
- THEA 235 Lighting Design (3)

Production Design:
- THEA 264 Stagecraft (3)
- THEA 225 Scene Design (3)
- THEA 356 Adv Scene/Lighting Design (3)

Costume Design:
- THEA 266 Fund Of Costuming (3)
- THEA 344 Costume Design (3)
- THEA 345 Adv. Costume Design (3)

Digital Effects:
- MM 368 2D Digital Animation (3)
- MM 360 3D Graphics & Animation (3)
- MM 460 Adv. 3-D Graphics & Animation (3)

44 credits (minimum)

REQUIREMENTS FOR THE DIGITAL MEDIA MINOR
(Students may not get a minor and a concentration in the same area.)
1. A minimum of 30 credits with grades of "S," "C-," or better, of which 15 credits must be upper division.
2. A minimum of "C-" or better is required in each course counting toward the minor, but a cumulative GPA of 2.00 is required for completion of the minor.

Completion of 9 credits (minimum) from the following:
- ART 206 Art History III (3)
- ART 260 Beginning Photography (4)
- MA 260 Found. Of Mass Media (4)
- MM 125 Foundations of Digital Media (3)
- WR 330 Digital Rhetoric (3)

Completion of 21 credits (minimum) from the following:
Required:
- ART 227 Graphics (4)
- MM 315 Multimedia Design (3)
- MM 252 Introduction to Web Authoring (3)
- MM 327 Intro Computer Graphics Applications (3)

Electives:
- ART 220 Design II (4)
- ART 290 or 291 Beginning Sculpture (4)
- ART 307 Seminar (2)
- ART 330 Life Drawing (4)
- ART 342 Lithography (4)
- ART 360 Adv Photography (4)
- ART 364 Digital Photography (4)
- ART 365 Videography (4)
- ART 371 Ceramic Sculpture (4)
- ART 426 Individual Studies in Art (1-4)
- CS 370 User Interface Design (3)
- MM 319 Multimedia Programming (3)
- MM 350 Multimedia Theory (3)
- MM 360 3-D Graphics and Animation (3)
- MM 362 Digital Audio Production (3)
- MM 364 Film Production (3)
- MM 366 Video Post Production (4)
- MM 407 Seminar (1-4)
- MM 420 Multimedia Simulation (3)
- MM 426 Individual Projects (1-4)
- MM 452 Advanced Web Authoring (3)

REQUIREMENTS FOR THE JOURNALISM MINOR
(Students may not get a minor and a concentration in the same area.)
1. A minimum of 30 credits with grades of "S," "C-," or better, of which 15 credits must be upper division.
2. A minimum of "C-" or better is required in each course counting toward the minor, but a cumulative GPA of 2.00 is required for completion of the minor.

Completion of 9 credits (minimum) from the following:
- ART 206 Art History III (3)
- ART 260 Beginning Photography (4)
- MA 260 Found. Of Mass Media (4)
- COM 250 Communication in Society (3)
**May take either MA 260 or COM 250 toward Common Core credits, but not both.**

Completion of 21 credits (minimum) from the following:

**Required:**
- JNL 230 Newswriting I (4)
- JNL 231 Newswriting II (3)

**Electives:**
- ART 363 Photojournalism (4)
- MM 225 Intro to Multimedia Development (3)
- MM 252 Intro to Web Authoring (3)
- MM 362 Digital Audio Production (3)
- COM 285 Communication Law and Ethics (3)
- COM 345 Advertising Principles & Practices (4)
- COM 350 Public Relations Principles & Practices (4)
- JNL 331 Advanced Newswriting (3)
- JNL 363 Writing the News Media (4)
- JNL 364 Television Writing & Production (4)
- JNL 365 Radio Writing & Production (4)
- JNL 371 Feature Writing (4)
- JNL 464 Editing the Media (3)

**REQUIREMENTS FOR THE FILM PRODUCTION MINOR**

(Students may not get a minor and a concentration in the same area.)

1. A minimum of 30 credits with grades of “S,” “C-,” or better, of which 15 credits must be upper division.

2. A minimum of “C-” or better is required in each course counting toward the minor, but a cumulative GPA of 2.00 is required for completion of the minor.

Completion of 9 credits (minimum) from the following:

- ART 206 Art History III (3)
- ART 260 Beginning Photography (4)
- MA 260 Found. Of Mass Media (4)
- MM 125 Foundations of Digital Media (3)
- WR 330 Digital Rhetoric (3)

Upon faculty/adviser approval, students may substitute MA 410 Selected Topics if it has significant film production content.

**MA 410** Selected Topics (1-4)

**COM 111** Interpersonal Communication (3)
**COM 112** Public Speaking (3)
**SOC 344** Selling the News (2)
**MM 125** Foundations of Digital Media (3)
**WR 222** Introduction To Rhetoric (3)

**Total Core Credits 14**

**Electives:**

Students must take at least 16 hours from the list of electives, at least 13 of which must be upper division courses. Please note that by selecting electives carefully, the student can emphasize particular interests such as business or media.

- MM 252 Introduction to Web Authoring (3)
- MA 260 Foundations of Mass Media (4)
- WR 230 Newswriting I(4)
- BA 312 Principles of Marketing (5)
- WR 320 Professional Writing (3)
- COM 320 Speaking in the Modern Org (3)
- WR 329 Grant Writing (1)
- COM 325 Intercultural Communication (2)
- COM 330 Are You Listening (3)
- WR 330 Digital Rhetoric (3)
- COM 340 Interviewing (3)
- WR 460 Public Broadcast Writing (4)
- SSCI 2001 INTACT FM Broadcasting I (1)

With permission of the student’s faculty adviser, a course with a strong communication component may be substituted for an elective.

2. A minimum GPA of 2.00 is required for courses counting toward the minor.

**LEARNING OUTCOMES**

- To have an excellent understanding of the role of communication in critical thinking and decision making
- To be able to determine the selection of appropriate and effective channels and media for communication
- To be able to evaluate, analyze and adapt to different contexts (situations, occasions, settings)
- To have the ability to influence the audience and the situation with communication choices

**MEANS OF ASSESSMENT**

Many tools are used in assessing student learning in this minor due to its multi-disciplinary nature. Core requirements are designed to assess students’ ability to apply fundamental concepts and problem-solving skills to communicate in order to make them responsible and reflective in a diverse and interconnected world.

**REQUIREMENTS FOR THE COMMUNICATIONS MINOR**

1. A minimum of 30 graded credits are required for this minor.

**Required:**

- **COM 111** Interpersonal Communication (3)
- **COM 112** Public Speaking (3)
- **SOC 344** Selling the News (2)
- **MM 125** Foundations of Digital Media (3)
- **WR 222** Introduction To Rhetoric (3)

**Total Core Credits 14**

**Electives:**

Students must take at least 16 hours from the list of electives, at least 13 of which must be upper division courses. Please note that by selecting electives carefully, the student can emphasize particular interests such as business or media.

- MM 252 Introduction to Web Authoring (3)
- MA 260 Foundations of Mass Media (4)
- WR 230 Newswriting I(4)
- BA 312 Principles of Marketing (5)
- WR 320 Professional Writing (3)
- COM 320 Speaking in the Modern Org (3)
- WR 329 Grant Writing (1)
- COM 325 Intercultural Communication (2)
- COM 330 Are You Listening (3)
- WR 330 Digital Rhetoric (3)
- COM 340 Interviewing (3)
- WR 460 Public Broadcast Writing (4)
- SSCI 2001 INTACT FM Broadcasting I (1)

With permission of the student’s faculty adviser, a course with a strong communication component may be substituted for an elective.

2. A minimum GPA of 2.00 is required for courses counting toward the minor.
3. A grade of "C-" or better in each course counting toward the minor.

4. A minimum of 10 hours counting toward the minor must be from Eastern Oregon University.

### TYPICAL FOUR YEAR CURRICULUM

#### Communication Concentration

#### TYPICAL FIRST YEAR CURRICULUM

**Fall**
- COM 111 Interpersonal Communication (3)
- General Education / Electives Courses (6-9) [1]

**Winter**
- COM 112 Public Speaking (3)
- MM125 Foundations of Digital Media (3)
- General Education / Electives Courses (6-9)

**Spring**
- COM 250 Communication and Society (3)
- General Education / Electives Courses (12)

#### TYPICAL SECOND YEAR CURRICULUM

**Fall**
- COM 211 Small Group Communication (3)
- COM 215 Conflict Management (3)
- General Education / Electives Courses (6-9)

**Winter**
- Lower Division Electives in COM (3)
- ART 206 Art History III (4)
- MA 260 Foundations of Mass Media

**Spring**
- Lower division Electives in COM (3)
- COM 285 Beginning Photography (4)
- General Education / Electives Courses (6-9)

#### TYPICAL THIRD YEAR CURRICULUM

**Fall**
- WR 330 Digital Rhetoric (3)
- COM 345 Advertising Princ and Practice (4)
- General Education / Electives Courses (6-9)

**Winter**
- COM 350 Public Relations Prin/ Prac (4)
- MA 360 Media Theory (4)
- Upper Division Electives in COM (6-9)

**Spring**
- Upper Division Electives in Communication (6)
- General Education / Electives Courses (6-9)

#### TYPICAL FOURTH YEAR CURRICULUM

**Fall**
- MA 409 Practicum (1-12)
- Upper Division Electives in COM (4)

**Winter**
- MA 403 Capstone (3)
- Upper Division Electives in COM (4)

**Spring**
- Upper Division Electives in COM (4)

---

[1] Students should meet all general education requirements as soon as possible.

### TYPICAL FOUR YEAR CURRICULUM

#### Journalism Concentration

#### TYPICAL FIRST YEAR CURRICULUM

**Fall**
- WR 121 Expository Prose Writing (4)
- General Education Electives

**Winter**
- JNL 230 News Writing I (4)
- ART 260 Beginning Photography (4)
- General Education Electives

**Spring**
- JNL 231 News Writing II (3)
- General Education Electives

#### TYPICAL SECOND YEAR CURRICULUM

**Fall**
- JNL 230 News Writing I (if not yet taken) (4)
- MM 125 Foundations of Digital Media (3)
- MA 409 Practicum (1)
- General Education Electives

**Winter**
- MA 260 Fd. of Mass Media (3)
- JNL 230 News Writing I (if not taken) (4)
- MM 252 Intro. to Web Authoring (3)
- MA 409 Practicum (1)
- General Education Electives

**Spring**
- JNL 231 News Writing II (if not taken) (3)
- ART 206 Art History III (3)
- COM 285 Communication Law and Ethics (4)
- MA 409 Practicum (1)
- General Education Electives

#### TYPICAL THIRD YEAR CURRICULUM

**Fall**
- JNL 331 Advanced News Writing (4)*
- WR 371 Feature Writing (4)*
- COM 345 Advertising Principles and Practices (4)
- MA 409 Practicum (1)
- *Taught in alternate years

**Winter**
- MA 360 Media Theory (4)
- JNL 365 Radio Writing and Production (4)
- MM 362 Digital Audio Prod. (3)
- MA 409 Practicum (1)

**Spring**
- WR 330 Digital Rhetoric (3)
- ART 364 Digital Photog. (4)
- MA 409 Practicum (1)
TYPICAL FOURTH YEAR CURRICULUM
Fall
JNL 331 Advanced News Writing (4)*
JNL 371 Feature Writing (4)*
MA 409 Practicum (1)
MA 403 Capstone (1)
*Taught in alternate years

Winter
MA 360 Media Theory (4)
JNL 364 Television Writing & Production (4)
ART 363 Photographic Journalism (4)
MA 409 Practicum (1)
MA 403 Capstone (1)

Spring
MA 360 Media Theory (4)
JNL 464 Editing the Media (3)
MA 409 Practicum (1)

TYPICAL FOUR YEAR CURRICULUM
Digital Design Concentration
TYPICAL FIRST YEAR CURRICULUM *
Fall
ART 101 Foundations of Visual Literacy (4)
MM 125 Foundations of Digital Media (3)
Prerequisites, General Ed and Electives (8)

Winter
ART 120 Design I (4)
ART 260 Beginning Photography (4)
Prerequisites, General Ed and Electives (7)

Spring
ART 206 Art History III (4)
Prerequisites, General Ed and Electives (7)
*Many 200 and 300 level classes are offered several times per year, allowing students to tailor their programs the first and second year to best fit their interests and schedules.

TYPICAL SECOND YEAR CURRICULUM
Fall
MM 252 Intro to Web Authoring (3)
MA 260 Foundations of Mass Media (4)
General Ed and Electives (8)

Winter
ART 227 Graphics (4)
MM 352 Intermediate Web Authoring (3)
General Ed and Electives (5)

Spring
ART 220 Design II (4)
COM 250 Communication and Society (3)
General Ed and Electives (8)

TYPICAL THIRD YEAR CURRICULUM **
Fall
MM 360 3-D Graphics and Animation (3)
General Ed and Electives (8)

Winter
MM 327 Intro Computer Graphics Appl (3)
MM 362 Digital Audio Production (3)
ART 360 Advanced Photography (4)
General Ed and Electives (5)

Spring
WR 330 Digital Rhetoric (4)
ART 364 Digital Photography (4)
General Ed and Electives (3)
**Junior and Senior level students should tailor their MA programs with classes in their specific areas of interest (Multimedia, Internet Development, Broadcast Media, etc.).

TYPICAL FOURTH YEAR CURRICULUM
Fall
MM 368 2-D Digital Animation (3)
MA 403 Capstone (3)
Major concentration courses (12)

Winter
MA 409 Practicum (4)
Major concentration courses (11)

Spring
ENGL 199 World Cinema (4)
General Ed and Electives (8)

TYPICAL FOUR YEAR CURRICULUM
Film Production Concentration
TYPICAL FIRST YEAR CURRICULUM
Fall
ENGL 195 Introduction to Film (4)
MM 125 Foundations of Digital Media (3)
General Ed and Electives (8)

Winter
ART 260 Beginning Photography (4)
General Ed and Electives (11)

Spring
ENGL 199 World Cinema (4)
General Ed and Electives (8)

TYPICAL SECOND YEAR CURRICULUM
Fall
MA 260 Foundations of Mass Media (4)
ENGL 207 Applied Film Criticism (3)
General Ed and Electives (8)

Winter
ART 360 Studio Photography (4)
General Ed and Electives (11)

Spring
ART 206 Art History III (3)
COM 250 Communication and Society (3)
General Ed and Electives (9)

TYPICAL THIRD YEAR CURRICULUM
Fall
MM 264 Introduction to Filmmaking (3)
THEA 250 Acting I (4)
MA 260 - Foundations Mass Media*SSC Credits: 4.00
This course defines the parameters of the concept of mass media and introduces students to the characteristics and major categories of the discipline: newspaper and other print media, television, radio, Internet, and other emerging forms of digital media. It introduces students to the technologies that drive (and have driven) these media, to the evolution of those technologies, to the anticipated directions of both traditional and emerging media, and to the possible consequent effects of these developments upon the mass media industry and its consumers. Prerequisites: One college-level writing course (WR 121 or WR 131) and either ART 101 or COM 112.

MA 343 – Intermediate Screenwriting Credits: 3.00
This course emphasizes advanced topics in screenwriting. Topics that will be examined include character and plot development, narrative structure, conflict, and dialogue. Students will write a 15 to 20 page screenplay that will be produced during a yearlong capstone production course sequence. Prerequisite: WR 243.

MA 360 - Media Theory Credits: 4.00
This course will provide students with an introduction to the development of mass communication theory. It will illustrate how communicators, messages, audiences and effects are all interrelated - an interrelationship that is necessary for communication, thus establishing that media effects and communicator analysis cannot be separated from message content. Students will be introduced to the application of scientific method to the study and evaluation of the processes and effects of mass communication. Prerequisite: MA 260. Student must have at least sophomore standing to register for this course.

MA 403 - Capstone Credits: 3.00
Students will research, design, and/or produce a media project which involves aural, technical, textual, and visual literacies in a seminar situation. Prerequisite: Successful completion of 300-level course work, senior level standing, and consent of instructor. Student must have at least junior standing to register for this course.

MA 404 – Capstone Film Production Credits: 2.00
This course continues the development of the final capstone film. The course emphasizes the production phase of the filmmaking process. Students will cast and crew their productions and complete shooting of their film by the end of the term in preparation for the following course, MA 405 Capstone – Post Production. Prerequisite: MA 403.

MA 405 – Capstone Post Production Credits: 2.00
This course continues the development of the final capstone film through post-production. The course emphasizes the post-production phase of the filmmaking process. Students will complete editing, titling, color correcting, mixing, and encoding by the end of the term in preparation for exhibition. Prerequisite: MA 404.

MA 409 - Practicum Credits: 1.00 TO 12.00
Supervised experience in media production available in media or media-related areas of journalism, tele-productions, on- or off-campus radio stations, or area media-publications outlets. Prerequisite: Completion of 300-level work or consent of instructor. Student must have at least junior standing to register for this course.

MA 410 – Selected Topics Credits 1.00 To 4.00
An in-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on the interest and availability of faculty. Prerequisites: May be required for some topics. Student must have at least junior standing to register for this course.

COM 110- Selected Topics Credits: 1.00 TO 6.00

COM 111- Interpersonal Com*GTW Credits: 3.00
Gen Ed Core-Gateway
A games and theory approach to communication between individuals and in small groups. Emphasis is on meaningful interaction with employment of theory as needed.

COM 112- Public Speaking*GTW Credits: 3.00
Gen Ed Core-Gateway
Theory of and practice in techniques of informing and presenting information to an audience, emphasizing the use of visual aids. Topics include informative, persuasive, extemporaneous and group speeches.

COM 210- Selected Topics Credits: 1.00 TO 6.00

COM 211 – Small Group Com Credits: 3.00
This course introduces small group dynamics and democratic decision-making in small group process. Students learn to articulate ideas, resolve conflict, take leadership, respect diversity, and sustain group cohesiveness.
COM 214 – Oral Interpretation*APC Credits: 3.00
Gen Ed Core-Artistic Process & Creation
Introduces basic physical and vocal performance techniques used in presentations that may include short stories, essays, poetry and theatre. All performance works will be script-in-hand. No exact memorization is expected.

COM 215 – Conflict Managmnt*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
This course will analyze and apply conflict management concepts, principles, strategies, and techniques to our daily lives. This is done in order to foster a happier, healthier work, home and community environment for ourselves, our families, friends, and associates.

COM 232 - Group Discussion Credits: 3.00

COM 235 – Nonverbal Communication Credits: 3.00
This course provides students with the ability to observe, describe, and interpret, nonverbal behaviors accurately. Students also increase their ability to manage their own nonverbal behaviors effectively for a desired outcome. Prerequisites: None. An interpersonal communication course is suggested.

COM 250 – Communication & Society Credits: 3.00
This course surveys the relationship between communication innovations and human affairs at large. Specifically, this course examines the evolution of mass-mediated communication in the U.S. and its impact on national culture. Major issues such as media representation, media consumption, media acculturation, and media consolidation will be discussed.

COM 285 – Communication Law and Ethics Credits: 4.00
This course explains legal problems in professional communication, such as libel, copyright infringement, privacy violation, obscenity, deception, campaign contribution, and prejudicial publicity. Students learn to apply legal principles, such as the First Amendment law and due process clause, to legal problems and work out a sensible course of action to avoid legal landmines.

COM 310 - Selected Topics Credits: 1.00 TO 6.00
Selected communication topics will be explored in this course.

COM 320- Speakng In Modern Org*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Students develop speaking skills shown to assist them most in daily on the job situations. Prerequisite: College level public speaking course, equivalent, or consent of instructor. Student must have at least sophomore standing to register for this course.

COM 325- Intercultural Comm*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
This course examines how communication behavior differs among cultures in various contexts such as workplace, school, healthcare, and diplomacy. Students learn to be adaptive different worldviews, meaning system, stereotypes, and ethnocentric behavior. Major issues such as identity, ethnocentrism, and multiculturalism will be discussed.

COM 329- Performance Comm* AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Students examine the role of the performance appraisal system in a work organization and develop those communication skills capable of altering employee behavior. Prerequisite: None. COM 111 recommended. Student must have at least sophomore standing to register for this course.

COM 330- Are You Listening*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
This course provides students with the theoretical foundation and the practical skills to examine and alter their ability to listen within the personal and professional setting. Prerequisite: None. COM 111 recommended. Student must have at least sophomore standing to register for this course.

COM 335- Comm, Gender&Culture*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
The goal of this course is for students to increase their understanding of women and men in the communication process and to implement diverse communication styles as they relate to gendered communication. Placing communication in context, this class will glean knowledge from history and anthropology of cultures built by men and women around the world. Exploring how communication, gender and culture interweave to influence perceptions and create expectations of gender roles, we ask how social “progress” has affected gender and the way we communicate. Students will be compelled to set a new vision for women and men living in a global community. Student must have at least sophomore standing to register for this course.

COM 340 – Interviewing Strategies *AEH Credits: 3.00
This course introduces the craft of interviewing in mediated communication. Students learn the practical skills in getting the interview, doing research, handling the subject face to face, getting in touch with subject, taking notes, taping, dealing with off-the-record situation, hurdling hazards, verifying the fact, and writing it up.

COM 345 – Advertising Principles & Practice Credits: 4.00
This course introduces the concepts, history, theories, legal/ethical issues, and routine practices of advertising as a medium of information in modern society. Students learn how advertising meshes with the ethos of our national culture, how advertising works in the market economy, how advertising appeals to consumers, and how to create selling ad copy.

COM 347 - Comm At End Of Life*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
This class emphasizes the interpersonal and intercultural communication skills necessary for relating to others in the situation of death. One of the most essential things in life is to establish an unafraid, heartfelt communication with others, and it is never more important than with a dying person. Those who are dying often speak in symbolic language, recognizing this symbolism may enable us to reassure and better understand death as the last stage in our growth. Student must have at least sophomore standing to register for this course.
COM 350 – Public Relations Principles and Practices
Credits: 4.00
This course introduces basic concepts, theories, issues, and routine practices of public relations as a communication management function. Students learn to be an effective and ethical advocate for various organizations and causes in building productive and mutually beneficial relationships with various stakeholders.

COM 407 - Seminar/Capstone Credits: 1.00 TO 15.00
This course is used for an internship program in COM. Student must have at least junior standing to register for this course.

COM 410 - Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

COM 507 - Seminar Credits: 1.00 TO 6.00
This course permits one or several students to meet with the instructor, usually on a regularly arranged basis, to consider an agreed-upon topic which is not normally offered as part of the curriculum. Outside reading and/or research is expected, depending on the nature of the topics. Expectations commensurate with graduate level work. Prerequisite: Graduate status; consent of instructor. Student must have graduate standing to register for this course.

JOURNALISM COURSE DESCRIPTIONS
JNL 230 – News Writing I Credits: 4.00
A survey of the basic forms of newswriting for the print media, with intensive practice in both writing and editing. Prerequisite: WR 121.

JNL 231 – News Writing II Credits: 3.00
A survey of the basic forms of newswriting for primarily the print media, with intensive practice in both writing and editing. Includes an introduction to writing for broadcast and online. Prerequisites: JNL 230.

JNL 331 - Advanced News Writing Credits: 4.00
Advanced survey of the basic forms of feature writing for the print media, including opinion forms such as the editorial and column. Intensive practice in writing and editing. Prerequisite: WR 230 or equivalent. Student must have at least junior standing to register for this course. Prerequisites: JNL 230, JNL 231.

JNL 363 - Writing For New Media Credits: 4.00
An exploratory study of persuasive writing for converging media, this course introduces the basic genres of digital storytelling such as photo commentary, online news, webcasting, interactive document, slide film, and guide students to learn some practical skills of online storytelling. Prerequisites: JNL 230 and JNL 231.

JNL 364 – Television Writing & Production Credits: 4.00
A study of the creation and production of media products for television. Prerequisites: JNL 230 and JNL 231.

JNL 365 – Radio Writing & Production Credits: 4.00
This course will teach students the skills and techniques necessary for the production of radio copy (news, human interest features, promotions) suitable for radio broadcasts. Students will also air their prepared programs on KEOL Radio. Prerequisites: JNL 230 and JNL 231.

JNL 371 - Feature Writing Credits: 4.00
A course in developing feature articles for magazines and newspapers, with an emphasis on magazines. Course includes a study of various types and lengths of features. Students study publications, write query letters, and submit features for publication. Prerequisite: JNL 231, JNL 231.

JNL 464 Editing The Media Credits: 3.00
A course to teach students skills necessary to edit copy for a variety of media, create headlines and photo captions, and apply basic design to media products. Prerequisites: JNL 230 and JNL 231.
PROGRAM OBJECTIVES
The Modern Language bases its outcomes on the proficiency-based guidelines outlined by the internationally recognized standards of the American Council on the Teaching of Foreign Languages (ACTFL). With upper division work required in all three concentrations, as well as study abroad experience, students can expect to develop an intermediate-high to advanced level of proficiency. These goals are integrated in individual courses as well as the program at large.

LEARNING OUTCOMES
1. Content Knowledge: Students acquire linguistic skills as well as cultural knowledge of the countries where the language is spoken. In the beginning language sequence students learn to use the linguistic system (structure and vocabulary), and acquire new perspectives on everyday habits and daily routines central to life in the countries whose language they are studying. Aspects of everyday life, such as music, education, and social customs are presented in first year language classes and are elaborated upon in intermediate level work along with an exploration of other social institutions and historical developments. The foundations of the language system (vocabulary and grammar) are expanded and further developed in the second year, while work in the upper division moves towards more formal competencies, as students read, analyze and interpret authentic written and visual texts (film and images). Students continue to learn to identify and understand differences in cultural behavior and experience them first-hand and even externalize them through residence abroad opportunities.

2. Communication: Students can carry out comprehension and expressive functions in the acquired or learned language. At the first-year level students will learn the four communication skills essential to proficiency in any language (reading, writing, listening and speaking). By the end of the first year students are expected to communicate at the intermediate-low level. This means that they are moving away from memorized speech and beginning to create with the language. At the second-year level students develop these communicative skills further. By the end of the second year students are expected to perform at the intermediate-mid level. This means that students can narrate and describe in past and present modalities.

3. Critical Thinking and Analysis: Students can engage ideas on concrete topics from the culture under study, and delineate reasons and explanations for opinions and positions. Upper division courses continue with communicative skill-building while incorporating more complex analysis, based on critical thinking, performed in the target language. By the end of the third year students are expected to perform at the intermediate-high to advanced-low level.

4. Inquiry: Students can navigate resources in the language under study to carry out life functions as well as deepen their understanding of the culture in countries where the language is used. Students in our program do research on cultural topics of target language countries, engaging in inquiry in areas such as history, politics, geography, literature, the arts, film, social system, and the economy.

5. Intercultural Competency and Civic Engagement: Students can function in a culture other than their first sufficiently to avoid cultural taboos and be able to explain cultural differences. Through the program and particularly through their study abroad experience, students will acquire intercultural competency which includes an awareness and appreciation of diverse cultures and communities.

6. Integrated Learning: Students can combine acquired linguistic skills and cultural knowledge and apply them to unfamiliar topics in order to gain new insights and engage discussion of newly acquired knowledge. Through research, multi-projects, or an approved capstone project, students will bring theoretical and applied learning together in a way that demonstrates integration of learning.

MEANS OF ASSESSMENT
At each level of the program (beginning, intermediate, advanced and content-specific) the six outcomes are assessed using the following tools:

1. Discreet point testing on quizzes, written tests, and oral tests.

2. Testing of functional benchmarks through written tests, oral tests, role plays, simulations, and interviews, essay assignments, research papers and projects, Web-quests, multi-genre projects and creative products.


ORAL PROFICIENCY TESTING
Students who are seeking a Major in Modern Languages and Global Culture or a minor in Spanish must pass the Oral Proficiency Exam prior to graduation. The exam, which tests linguistic proficiency and intercultural competency required for graduation, is given by arrangement. The Oral Proficiency Exam follows the recommendations of ACTFL. In order to demonstrate proficiency for the Spanish minor, students must achieve a rating of Intermediate-High on the ACTFL scale. For the Spanish major, a rating of Advanced-Low is required. For the Dual Language and Global Studies concentration, a rating of Intermediate-High is required. Students who fail the OPE have to retake the exam until they have achieved the required level of proficiency. All MLGC-faculty at EOU are trained for ACTFL testing. Oral proficiency testing assesses the outcomes communication (1) and intercultural competency and civic engagement (3).

**OPE Pre- and Post Study Abroad:**
An Oral Proficiency Exam for linguistic proficiency and intercultural competency check is administered prior to and upon return from Study Abroad Experience.

**CAPSTONE PROJECT**
As is required of all graduates of EOU, students earning the Modern Languages and Global Culture degree will complete their studies with a capstone project. In preparation for this individually designed research project, students will enroll in the capstone course, SPAN/MODL 401, where expectations and means of meeting them are clearly delineated. The conclusion of the capstone project includes presentation and discussion of the project to relevant faculty, and if appropriate, at the student research symposium at EOU.

The capstone project presents the final opportunity for a culminating assessment of inquiry, critical thinking and analysis.

**SPANISH CONCENTRATION**

1. A minimum of 60 credit hours are required for the major;

2. A cumulative GPA of a “C” (2.00) or better in all courses required for the major; a minimum grade of “C-“ or better for each course counting toward the completion of the major.

3. A minimum of 20 hours counting toward the major must be completed at Eastern.

4. Students majoring in Spanish are required to participate in a recognized study abroad program (or internship, field work, practicum) in a Hispanic country normally for a duration of at least three months or one quarter. They will have their transcript evaluated after returning from their stay abroad. Any appropriate course, taught in Spanish, on language, culture or literature will be counted toward the major.

5. Oral Proficiency Exam passed at the Advanced Low level.

**Required Courses**
- SPAN 207 Second Year Spanish (4)
- SPAN 208 Second Year Spanish (4)
- SPAN 209 Second Year Spanish (4)

Choose Two:
- SPAN 321 Language & Culture I (4)
- SPAN 322 Language & Culture II (4)
- SPAN 323 Language & Culture III (4)

**Choose One:**
- SPAN 344 Intro Literature of Spain (4)
- SPAN 345 Intro Literature of Latin America (4)

**Required**
- MODL 401 Capstone (4)
- Spanish Electives

Choose a minimum of 28 credits from the following:
- SPAN 210 Selected Topics (1-6)
- SPAN 212 Spanish for Business (4)
- SPAN 310 Selected Topics (1-6)
- SPAN 320 Oral Communication (4)
- SPAN 321 Language & Culture I (4)*
- SPAN 322 Language & Culture II (4)*
- SPAN 323 Language & Culture III (4)
- SPAN 338 Culture & Civ of Spain (4)*
- SPAN 339 Culture & Civ of Latin America (4)*
- SPAN 344 Intro Literature of Spain (4)*
- SPAN 345 Intro Literature of Latin America (4)*
- SPAN 346 Hispanic Women Writers (4)
- SPAN 348 Hispanic Drama (4)
- SPAN 350 Span Hist through Film and Lit (4)
- SPAN 351 Latin America through Film (4)
- SPAN 353 Latin America Lit into Film (4)
- SPAN 405 Reading & Conference (Arr)
- SPAN 407 Seminar (Arr)
- SPAN 409 Practicum (1-5)
- SPAN 410 Selected Topics (1-6)
- SPAN 420 Chic/Mex-Amer Lit (4)
- SPAN 425 Translation Theory Prac (4)

*If not taken above under required courses OPE (Oral Proficiency Exam) at Advanced Low, if not noted otherwise. Study abroad, minimum one quarter duration.

**Total credits needed: 60**

**DUAL LANGUAGE CONCENTRATION**

1. A minimum of 60 credit hours are required.

2. A minimum grade of “C-“ required for each course with an average GPA of 2.00 or more for all courses counting toward the minor.

3. A minimum of 20 hours counting toward the major must be completed at Eastern.

**COMMON CORE PROGRAM REQUIREMENTS**
For each language chosen, students will complete coursework at the lower division and upper division equivalent to the following:

**Choose Two Series for Dual Concentration:**
- SPAN 207/208/209 Second Year Spanish (12)
- SPAN 321 or 322 or 323 Language & Culture (8)
SPAN 338 or 339 Culture & Civ of Spain/Latin America (4)
Or
GERM/MODL 201/202/203 Second Year Language (12)
GERM/MODL 3XX Advanced Language Skills (6-8)**
GERM/MODL 3XX Culture & Civ appropriate to language studies (6-8)**

Required
MODL 401 Capstone (4)
Study Abroad (minimum one quarter duration)
Electives

Choose a minimum of 8 credits from either of two languages (MODL courses transferred from other institutions) from the following, in addition to the Common Core in two languages:
SPAN 321/322/323 Language & Culture (4)***
SPAN 338/339 Culture & Civ Spain/Latin America (4)***
SPAN 344 Intro Literature Spain (4)
SPAN 345 Intro Literature of Latin America (4)
SPAN 346 Hispanic Women Writers (4)
SPAN 348 Hispanic Drama (4)
SPAN 350 Span Hist through Film and Lit (4)
SPAN 351 Latin America through Film (4)
SPAN 353 Latin American Literature into Film (4)
SPAN 405 Reading & Conference (Arr)
SPAN 407 Seminar (Arr)
SPAN 409 Practicum (1-5)
SPAN 420 Chic/Mex-Amer Lit (4)
SPAN 425 Translation Theory Prac (4)

**These numbers are likely to be transfer credits for work on languages not currently offered at EOU, and may be earned through study abroad programs.
***If not taken under Common Core.

Credit Totals:
Core courses Language 1 24 credits
Core courses Language 2 24 credits
Required Capstone MODL 401 4 credits
Elective Courses 8 credits

Oral Proficiency Exam:
Students who are seeking a major in Modern Language and Global culture with a concentration in Spanish must pass the Oral Proficiency Exam prior to graduation. The exam is given by arrangement. It is the student's responsibility to contact the appropriate faculty member to set up the exam. The Oral Proficiency Exam follows the recommendations of ACTFL. In order to demonstrate proficiency for the Spanish minor, students must achieve a rating of Intermediate-High on the ACTFL scale. For the Spanish concentration, a rating of Advanced-Low is required. For the Dual Language and Global Studies concentrations, a rating of Intermediate-High is required.

Total 60 credits

GLOBAL STUDIES CONCENTRATION
1. A minimum of 60 credits hours are required.

2. A minimum grade of "C-" is required for each course with an average GPA of 2.00 or more for all courses counting toward the minor.

3. A minimum of 20 hours counting toward the major must be completed at Eastern.

COMMON CORE PROGRAM REQUIREMENTS
For each language chosen, students will complete coursework at the lower division and upper division equivalent to the following:
Choose One Series
SPAN 207/208/209 Second Year Spanish (12)
SPAN 321 or 322 or 323 Language & Culture (8)
SPAN 338/339 Culture & Civ Spain/Culture & Civ Latin America (4)
Or
GERM/MODL 201/202/203 Second Year Language (12)
GERM/MODL 3XX Advanced Language Skills (6-8)**
GERM/MODL 3XX Culture & Civ appropriate to language studies (6-8)**

Required
MODL 401 Capstone (4)

Required Courses
In international content areas other than courses with language acquisition designation, the following courses are required:
ANTH 101 Cultural Anthropology (5)
HIST 111/112 World History (5)
POLS 221 International Relations (5)
ANTH 356 Language & Culture (5)

Elective Course Choices
A combination of courses totaling 12 credits are to be chosen from the following two lists in consultation with the student's adviser.

A. Second Language and Culture Electives
For each additional language to be studied, the following courses are available (equivalents in other languages may be used under the MODL prefix):
SPAN 321 Language & Culture I (4)***
SPAN 322 Language & Culture II (4)***
SPAN 323 Language & Culture III (4)***
SPAN 338/339 Culture & Civ Spain/Latin America (4)***
SPAN 344 Intro Lit of Spain (4)
SPAN 345 Intro Lit Latin America (4)
SPAN 346 Hispanic Women Writers (4)
SPAN 348 Hispanic Drama (4)
SPAN 350 Span Hist through Film and Lit (4)
SPAN 351 Latin America through Film (4)
SPAN 353 Latin America Lit into Film (4)
SPAN 405 Reading & Conference (Arr)
SPAN 407 Seminar (Arr)
SPAN 409 Practicum (1-5)
SPAN 420 Chic/Mex-Amer Lit (4)
SPAN 425 Translation Theory Prac (4)

**These numbers are likely to be transfer credits for work on languages not currently offered at EOU, and may be earned through study abroad programs.
***If not taken under Common Core.
B. Area Electives

Topic or area clusters, such as Latin America, Europe, Asia, International Business, or International Culture will guide choices from this list. Students ought to work closely with a discipline adviser in planning choices.

ENGL 107 World Literature I (3)
ENGL 108 World Literature II (3)
ENGL 109 World Literature III (3)
ENGL 199 World Cinema (4)
MUS 202 World Music (3)
MUS 421 Studies in Ethnomusicology (2)
HIST 421 Medieval Europe (5)
HIST 427 Renais/Reform Europe (5)
HIST 433 French Rev & Napoleon (5)
HIST 437 Hist Modern German (5)
HIST 448 Hist Modern Russia (5)
SOC 440 Religion & Violence (5)
SOC 460 Women in Poor Countries (5)
PHIL 320 Philosophy of Religion (5)
PHIL 321 Buddhism (5)
PHIL 322 Islam (5)
ECON 440 Intl Econ: Issues & Analy (5)
BA 484 International Business (5)
BA 485 International Marketing (5)
BA 487 International Management (5)

OPE (Oral Proficiency Exam) at Intermediate High, if not noted otherwise.

Credit Totals
- Common Core in Second Language: 28 credits
- Required Global Studies Courses: 20 credits
- Language & Culture, Area Studies Electives: 12 credits
- Total: 60 credits

OTHER PROGRAMS

The BA in Liberal Studies is also available with an emphasis in Modern Language (with minors in Spanish or International Studies). Students pursing a Liberal Studies degree will be required to complete a capstone project appropriate to their area. The capstone project should be selected in consultation with the project adviser no later than the end of the junior year to provide ample time for completion. While the focus of the capstone will vary, it is expected that the capstone will be well researched and properly documented according to the guidelines of the Modern Language Associate or other accepted bibliographic format. See College of Education Programs for the ESOL Education program.

SPANISH MINOR

1. A minimum of 30 grade hours in Spanish to be selected from the following list.
2. A minimum grade of "C-" required for each course with an average GPA of 2.00 or more for all courses counting toward the minor.
3. A minimum of 10 hours counting toward the minor must be completed at Eastern.
4. At least two upper division courses in literature, culture, or film are required above the Language and Culture series (SPAN 321, 322, 323) conducted in Spanish with the majority of reading and writing assignments in Spanish. Courses must be taken at Eastern or through an approved study abroad program.
5. Students having returned from a recognized study abroad program will have their transcript evaluated. Any appropriate course, taught in Spanish, on language, culture or literature will be counted toward the minor.
6. Oral Proficiency Exam passed at the Intermediate High level.

SPANISH MINOR COURSE CHOICES

SPAN 207 Second Year Spanish (4)
SPAN 208 Second Year Spanish (4)
SPAN 209 Second Year Spanish (4)

Choose a minimum of two of the following:

SPAN 321 Language & Culture I (4)
SPAN 322 Language & Culture II (4)
SPAN 323 Language & Culture III (4)

Other electives:

SPAN 210 Selected Topics (1-6)
SPAN 212 Spanish for Business (4)
SPAN 310 Selected Topics (1-6)
SPAN 320 Oral Communication (4)
SPAN 338 Culture & Civ of Spain (4)
SPAN 339 Culture & Civ of Latin America (4)
SPAN 344 Intro Literature of Spain (4)
SPAN 345 Intro Literature of Latin America (4)
SPAN 346 Hispanic Women Writers (4)
SPAN 348 Hispanic Drama (4)
SPAN 350 Span Hist through Film and Lit (4)
SPAN 351 Latin America through Film (4)
SPAN 353 Latin America Lit into Film (4)
SPAN 405 Reading & Conference (Arr)
SPAN 407 Seminar (Arr)
SPAN 410 Selected Topics (1-6)
SPAN 420 Chic/Mex-Amer Lit (4)
SPAN 425 Translation Theory Prac (4)

ORAL PROFICIENCY EXAM

Students who are seeking a major or a minor, Modern Languages and Global Cultures must pass the Oral Proficiency Exam prior to graduation. The exam is given by arrangement. It is the student's responsibility to contact the appropriate faculty member to set up the exam. The Oral Proficiency Exam follows the recommendations of ACTFL. In order to demonstrate proficiency for the Spanish minor, students must achieve a rating of Intermediate-High on the ACTFL scale. For the Spanish concentration, a rating of Advanced-Low is required. For the Dual Language and Global Studies concentrations, a rating of Intermediate-High is required.
MODERN LANGUAGE COURSE DESCRIPTIONS

GERM 101- 1st Year German*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
Beginning German. The course develops students’ proficiencies in listening, speaking, reading and writing, with emphasis on communicative strategies. Prerequisite: Taken in sequence or by consent of instructor.

GERM 102- 1st Year German*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
Beginning German. The course develops students’ proficiencies in listening, speaking, reading and writing, with emphasis on communicative strategies. Prerequisite: Taken in sequence or by consent of instructor.

GERM 103- 1st Year German*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
Beginning German. The course develops students’ proficiencies in listening, speaking, reading and writing, with emphasis on communicative strategies. Prerequisite: Taken in sequence or by consent of instructor.

GERM 110- Selected Topics Credits: 1.00 TO 6.00

GERM 199- German Cluster Credits: 1.00 TO 24.00

GERM 201- 2nd Year German*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Intermediate German. A continuation of the first year (four skills) oral approach but with increasing emphasis on reading and writing skills with a focus on cultural issues and literary selections. Prerequisite: GERM 201 - First Year German or consent of instructor. GERM 202 and GERM 203 - taken in sequence by consent of instructor.

GERM 202- 2nd Year German*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Intermediate German. A continuation of the first year (four skills) oral approach but with increasing emphasis on reading and writing skills with a focus on cultural issues and literary selections. Prerequisite: GERM 201. First Year German or consent of instructor. GERM 202 and GERM 203 - taken in sequence by consent of instructor.

GERM 203- 2nd Yr German*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Intermediate German. A continuation of the first year (four skills) oral approach but with increasing emphasis on reading and writing skills with a focus on cultural issues and literary selections. Prerequisite: GERM 201. First Year German or consent of instructor. GERM 202 and GERM 203 - taken in sequence by consent of instructor.

GERM 207- Seminar Credits: 2.00 TO 4.00

GERM 210- Selected Topics Credits: 1.00 TO 6.00

GERM 310- Selected Topics Credits: 1.00 TO 6.00
Student must have at least sophomore standing to register for this course.

GERM 333- Aural & Reading Comp Credits: 3.00
This course offers advancing student of German in-depth work in the receptive skills (listening and comprehension). It is designed to offer a counterpart to work in Germ 334 on the productive skills of speaking and writing. Prerequisite: GERM 203 or equivalent. Student must have at least sophomore standing to register for this course.

GERM 334- Germ Comp & Conv. Credits: 3.00
Extensive practice in oral and written composition through class discussion and individual assignments. Class is conducted in German and includes instruction in linguistic principles related to German. Prerequisite: GERM 203. Student must have at least sophomore standing to register for this course.

GERM 341- German Culture & Civ*SSC Credits: 3.00
Gen Ed Core-Social Sciences
Major cultural trends in the three German speaking countries (Germany, Austria, Switzerland) are the subject of study through readings, reports, group discussions and lectures. Prerequisite: Intermediate ability to understand spoken and written German. Student must have at least sophomore standing to register for this course.

GERM 344- Intro German Lit*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Study of representative samples of literary genres in the German language. Prerequisite: GERM 334 or equivalent and consent of instructor. Note: HUM 344 may be taken prior to GERM 344. Student must have at least sophomore standing to register for this course.

GERM 346- The Nobel Legacy*SSC Credits: 3.00
Gen Ed Core-Social Sciences
The Nobel Legacy is a cross-listed German and Humanities course that focuses on the Nobel Prizes, their significance, the history of the prizes, and their founder Alfred Nobel. Because of the inter-disciplinary nature of the course content, the course is available to anyone on campus, while students of German will find a wealth of Nobel laureates from German-speaking cultures to study. Student must have at least sophomore standing to register for this course.

GERM 348- German Film*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
This course explores German cultural topics through the lens of films from the Golden Age of German cinema during the Weimar era in the 1920’s and early 1930’s. Viewed from the perspective of technical possibility, of market considerations and entertainment values, as well as instruments of social criticism, these films from the black and white era introduce students to the work of directors and actors who began their careers in Germany, and in many instances, were forced to flee Germany in 1933 and resumed their work in Hollywood. Student must have at least sophomore standing to register for this course.

GERM 401- Capstone Credits: 3.00 TO 6.00
This course facilitates the design of capstone projects for students in their senior year. Student must have at least junior standing to register for this course.

GERM 405- Reading & Conference Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

GERM 407- Seminar Credits: 1.00 TO 15.00
In-depth study of various aspects of language and culture. Conducted in German. Prerequisite: Consent of instructor; upper division standing. Student must have at least junior standing to register for this course.

GERM 409- Practicum Credits: 1.00 TO 6.00
Supervised experience (while enrolled in college) designed to offer opportunity to explore career areas and learning situations through field placement congruent with a student's academic major. International Cooperative Education placements possible. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

GERM 410- Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

MODERN LANGUAGE COURSE DESCRIPTIONS
MODL 101- MODL 101*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A basic course in the fundamentals of a modern language not presently listed in the catalog. Methods of teaching might vary from language to language, but generally emphasis will be placed on listening, speaking, reading, writing and culture. Prerequisite: None for the first term. Subsequent terms assume completion of preceding term.

MODL 102- MODL 102*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A basic course in the fundamentals of a modern language not presently listed in the catalog. Methods of teaching might vary from language to language, but generally emphasis will be placed on listening, speaking, reading, writing and culture. Prerequisite: None for the first term. Subsequent terms assume completion of preceding term.

MODL 103- MODL 103*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A basic course in the fundamentals of a modern language not presently listed in the catalog. Methods of teaching might vary from language to language, but generally emphasis will be placed on listening, speaking, reading, writing and culture. Prerequisite: None for the first term. Subsequent terms assume completion of preceding term.

MODL 110- Selected Topics Credits: 1.00 TO 6.00

MODL 201- MODL 201*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A second year course in a language not presently listed in the catalog intended to improve fundamental speaking, listening, reading and writing skills in that language and to increase understanding of the language’s culture. Prerequisite: First year of the language or equivalent.

MODL 202- MODL 202*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A second year course in a language not presently listed in the catalog intended to improve fundamental speaking, listening, reading and writing skills in that language and to increase understanding of the language’s culture. Prerequisite: First year of the language or equivalent.

MODL 203- MODL 203*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
A second year course in a language not presently listed in the catalog intended to improve fundamental speaking, listening, reading and writing skills in that language and to increase understanding of the language’s culture. Prerequisite: First year of the language or equivalent.

MODL 210- Selected Topics Credits: 1.00 TO 6.00

MODL 310- Selected Topics Credits: 1.00 TO 6.00
Student must have at least sophomore standing to register for this course.

MODL 328- French Culture & Civ*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Student must have at least sophomore standing to register for this course.

MODL 401- Capstone Credits: 3.00 TO 6.00
This course facilitates the design of capstone projects for students in their senior year. Student must have at least junior standing to register for this course.

MODL 410- Selected Topics Credits: 1.00 TO 6.00
SPANISH COURSE DESCRIPTIONS

**SPAN 107- 1st Yr Spanish**<br>**AEH Credits: 4.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

**SPAN 108- 1st Yr Spanish**<br>**AEH Credits: 4.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

**SPAN 109- 1st Yr Spanish**<br>**AEH Credits: 4.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Beginning Spanish with an emphasis on oral proficiency. Students learn the basic structure of the language by engaging in communication oriented activities relevant to daily life. Prerequisite: Taken in sequence or by consent of instructor.

**SPAN 110- Selected Topics**<br>**Credits: 1.00 TO 6.00**

**SPAN 111- 1st Yr Intensive Spanish**<br>**AEH Credits: 6.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Intensive beginning Spanish based upon a communicative approach that allows students to be introduced to the Spanish language, with a focus on all four skills (speaking, listening, writing, reading). Students will acquire basic skills for communicating in everyday life, while being acquainted with some aspects of Hispanic history and culture. Note: SPAN 111, 112 cover the same material as the SPAN 107, 108, 109 sequence, but in two terms instead of three. This class is designed for students who have had Spanish at high school, but did not meet the PASS standard benchmark III for foreign languages before entering EOU. It is not designed for students who have had no prior exposure to Spanish. Instructor’s permission is required before signing up.

**SPAN 112- 1st Yr Intensive Spanish**<br>**AEH Credits: 6.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Intensive beginning Spanish that continues the communicative approach introduced in SPAN 111, with a focus on all four skills (speaking, listening, writing, reading). Students will acquire basic skills for communicating in everyday life, while being acquainted with some aspects of Hispanic history and culture. Note: SPAN 111, 112 cover the same material as the SPAN 107, 108, 109 sequence, but in two terms instead of three. This class is designed for students who have had Spanish at high school, but did not meet the PASS standard benchmark III for foreign languages before entering EOU. It is not designed for students who have had no prior exposure to Spanish. Instructor’s permission is required before signing up.

**SPAN 114 Spanish for Health Care Professionals**<br>**Credits: 3.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: None.

**SPAN 115 Spanish for Health Care Professionals**<br>**Credits: 3.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: SPAN 114

**SPAN 116 Spanish for Health Care Professionals**<br>**Credits: 3.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: SPAN 115

**SPAN 124 Spanish for Health Care Professionals**<br>**Credits: 2.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: None.

**SPAN 125 Spanish for Health Care Professionals**<br>**Credits: 2.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 124

**SPAN 126 Spanish for Health Care Professionals**<br>**Credits: 2.00**<br>Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 125

**SPAN 207- 2nd Yr Spanish**<br>**AEH Credits: 4.00**<br>**Gen Ed Core-Aesthetics & Humanities**<br>Intermediate Spanish. Emphasizes the development of oral proficiency skills, but with increased exposure to reading and writing. Students are introduced to the subtleties of the language through the study of more complex grammatical structures and through the reading of cultural texts. Prerequisite: First year Spanish or consent of instructor. SPAN 208 and SPAN 209 taken in sequence or by consent of instructor.
SPAN 208- 2nd Yr Spanish*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Intermediate Spanish. Emphasizes the development of oral proficiency skills, but with increased exposure to reading and writing. Students are introduced to the subtleties of the language through the study of more complex grammatical structures and through the reading of cultural texts. Prerequisite: SPAN 207, first year Spanish or consent of instructor. SPAN 208 and 209 taken in sequence or by consent of instructor.

SPAN 209- 2nd Yr Spanish*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
Intermediate Spanish. Emphasizes the development of oral proficiency skills, but with increased exposure to reading and writing. Students are introduced to the subtleties of the language through the study of more complex grammatical structures and through the reading of texts. Prerequisite: SPAN 207, first year Spanish or consent of instructor. SPAN 208 and 209 taken in sequence or by consent of instructor.

SPAN 210- Selected Topics Credits: 1.00 TO 6.00
Courses range from conversational Spanish to Spanish for the Professions. SPAN 212- Spanish For Business Credits: 4.00 In this course students will be familiarized with the terminology and structures of business Spanish. They will learn to communicate effectively (orally and in writing) in a variety of contexts related to the world of work, business, and finance.

SPAN 214 Spanish for Health Care Professionals Credits: 3.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 116 or Span 109

SPAN 215 Spanish for Health Care Professionals Credits: 3.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 214

SPAN 216 Spanish for Health Care Professionals Credits: 3.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 215.

SPAN 224 Spanish for Health Care Professionals Credits: 2.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with the Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 109 or 116, 214

SPAN 225 Spanish for Health Care Professionals Credits: 2.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with the Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 224

SPAN 226 Spanish for Health Care Professionals Credits: 2.00
Spanish for health care personnel. Study of medical terminology, situational training, relevant grammatical structures, intercultural training. Course objective: to communicate effectively in Spanish with the Hispanic population in situations typically encountered in the health professions. Prerequisites: Span 225.

SPAN 227 – Art Politics & The Mexican Way Of Life Credits: 2.00
An exploration of Mexican art, politics, and culture from pre-colonial times to the present with discussions about current affairs and the Mexican way of life. Prerequisites: SPAN 209 or consent of instructor.

SPAN 229 – La Historia Gastronomica de Mexico Credits: 2.00
An exploration of the gastronomic history of Mexico and its evolution into one of the world’s most exciting and diverse culinary traditions with discussions about food practices from pre-colonization to the present with particular attention to the influences from the Aztec, Mayan, and Spanish cultures. Prerequisites: SPAN 209 or consent of instructor.

SPAN 310- Selected Topics Credits: 1.00 TO 6.00
SPAN 320- Oral Comm Bilingual*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Emphasis on the development of oral communication, pronunciation, and comprehension skills. Course will also provide an introduction to Spanish phonetics. Conducted in Spanish. Prerequisite: Second-year Spanish or equivalent. Strongly recommended to be taken in sequence. Student must have at least sophomore standing to register for this course.

SPAN 321- Lang & Culture I Credits: 4.00
First term of third year Spanish series. Advanced study of Spanish culture and grammar. Readings in Hispanic culture and intensive grammar review. Strengthening and expansion of five skills (speaking, listening, reading, writing, culture). Conducted in Spanish. Prerequisite: Second year Spanish or equivalent. Student must have at least sophomore standing to register for this course.

SPAN 322- Lang & Culture II Credits: 4.00
Second term of third year Spanish series. Advanced study of Spanish culture and grammar. Readings in Hispanic culture
and intensive grammar review. Strengthening and expansion of five skills (speaking, listening, reading, writing, culture). Conducted in Spanish. Prerequisite: Second year Spanish or equivalent. Student must have at least sophomore standing to register for this course.

SPAN 323- Lang & Culture III Credits: 4.00
Third term of third year Spanish series. This course focuses on the development of written proficiency skills in Spanish. Students will gain experience with different styles of writing including correspondence, essays, poetry and creative narratives. Conducted in Spanish. Prerequisite: Second year Spanish or equivalent. Strongly recommended to be taken in sequence. Student must have at least sophomore standing to register for this course.

SPAN 327 - Art Politics & The Mexican Way Of Life Credits: 2.00
An exploration of Mexican art, politics, and culture from pre-colonial times to the present with discussions about current affairs and the Mexican way of life. Prerequisites: SPAN 209 or consent of instructor.

SPAN 329 - La Historia Gastronomica de Mexico Credits: 2.00
An exploration of the gastronomic history of Mexico and its evolution into one of the world’s most exciting and diverse culinary traditions with discussions about food practices from pre-colonization to the present with particular attention to the influences from the Aztec, Mayan, and Spanish cultures. Prerequisites: SPAN 209 or consent of instructor.

SPAN 335 - Hispanic Visual Culture Credits: 4.00
Study of art from pre-Columbian cultures to contemporary art of Spain and Hispanic America. Course covers a range of different art forms: weaving, ceramics, painting, sculpture, dance, and music. Taught in Spanish. Prerequisite: Second year Spanish or equivalent.

SPAN 336 - Global Issues/El Mundo Credits: 4.00
Readings on current affairs in Spanish. Readings and discussion on current issues such as the future of oil, the future of water, the rise of Islam, the U.S., China and Europe in the global system, etc. Prerequisite: Second year Spanish or equivalent.

SPAN 338- Cult/Civ Of Spain*SSC Credits: 4.00
Gen Ed Core-Social Sciences
A course focused on the political and cultural history of Spain, from the Iberian prehistory through the contemporary period. Conducted in Spanish. Student must have at least sophomore standing to register for this course.

SPAN 339- Cult/Civ Latin Amer*SSC Credits: 4.00
Gen Ed Core-Social Sciences
Exploration of contemporary issues facing Latin America today as viewed against the backdrop of the conquest and colonization of the “New World”. The course begins with an overview of the cultures indigenous to the area and their many contributions to contemporary civilization. Texts include readings of testimonial literature, essays and poems. Conducted in Spanish. Prerequisite: Spanish 209 or equivalent reading and speaking ability. Student must have at least sophomore standing to register for this course.

SPAN 344- Intro Lit Of Spain*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
An introduction to selected literary texts of Spain, from the origins of the Spanish language through the Post-Franco era. The objective of the course is to familiarize the student with literary terminology and approaches to reading a variety of genres. Conducted in Spanish. Prerequisite: Second year Spanish or equivalent. Student must have at least sophomore standing to register for this course.

SPAN 345- Intro Lit Latin Amer*AEH Credits: 4.00
Gen Ed Core-Aesthetics & Humanities
An introduction to selected literary texts from Latin America with an emphasis on narrative literature from the early 19th century to the present. The objective of the course is to familiarize the student with the evolution of Latin American literature as it corresponds to the historical and political developments of its day. Prerequisite: SPAN 209 or equivalent reading, writing, and speaking ability. Student must have at least sophomore standing to register for this course.

SPAN 346- Hispanic Women Writers Credits: 4.00
Introduction to women writers from Spain and Latin America. Study of a variety of genres, basic concepts of feminist criticism and theory. Prerequisite: Second year Spanish or equivalent. Student must have at least sophomore standing to register for this course.

SPAN 348- Hispanic Drama Credits: 4.00
Introduction of Hispanic Drama. Survey of Peninsular drama from Golden Age to the contemporary period. Selections from Latin American drama. Prerequisite: Second year Spanish or equivalent. Student must have at least sophomore standing to register for this course.

SPAN 350- Spanish History Through Film and Literature*SSC Credits: 4.00
Gen Ed Core - Social Sciences
Interdisciplinary introduction to modern history of Spain. Readings on Spanish history of the 20th and 21st century, complemented by the study of selected films and short stories. Prerequisites: Second year Spanish or equivalent.

SPAN 351- Latin Amer Through Film Credits: 4.00
This course seeks to introduce students to the historical and cultural text of Latin America as it is represented through film. The films selected for this course reflect a wide range of thematic and cinematographic approaches. The multicultural fabric of the region, as represented by the ethnic and linguistic differences of the films, guarantees the viewer a sensory journey through Latin America. Student must have at least sophomore standing to register for this course.

SPAN 353- Latin Amer Lit Into Film Credits: 4.00
This course introduces students to some of the major literary works from Latin America and their cinematographic adaptations. Student must have at least sophomore standing to register for this course.
SPAN 401- Capstone Credits: 3.00 TO 6.00
This course facilitates the design of capstone projects for students in their senior year. Student must have at least junior standing to register for this course.

SPAN 405- Reading & Conference Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

SPAN 407- Seminar Credits: 1.00 TO 15.00
In-depth study of various aspects of language, literature, or culture. Conducted in Spanish. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

SPAN 409- Practicum Credits: 1.00 TO 6.00
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. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

SPAN 410- SPAN 410 Credits: 1.00 TO 6.00
Courses offered under this rubric allow for the advanced study of specific themes or genres introduced in lower level courses. Conducted in Spanish. Prerequisite: Ability to understand spoken and written Spanish. Completion of 300-level culture or literature course recommended. Student must have at least junior standing to register for this course.

SPAN 420- Chic/Mex Amer Lit Credits: 4.00
Representative literature in Spanish and English by Chicano/Mexican American writers, emphasizing socio-cultural as well as literary values. Conducted in Spanish. Prerequisite: Ability to understand spoken and written Spanish. SPAN 320, 321 and 322 recommended. SPAN 339 Strongly recommended. Student must have at least junior standing to register for this course.

SPAN 425- Translation Thry/Pract Credits: 4.00
This combined seminar and workshop provides hands-on practice in literary translation. Students are introduced to aspects of translation theory through selected readings. Course emphasizes the differences in translating different literary genres. Prerequisite: Advanced ability to understand spoken and written Spanish. SPAN 344 or 345 or other literature course required. Student must have at least junior standing to register for this course.

**Eastern Oregon University**

**Music**

**PROGRAM OBJECTIVES**
The Bachelor of Music degree will provide a comprehensive program to prepare students for the many diverse and evolving careers in music and music-related fields. The program emphasizes (1) the acquisition of performance skills and supportive competencies in analysis, composition, music history and literature, and technology and (2) the acquisition of pedagogical skills. The degree will foster an understanding and appreciation of the multi-faceted role music plays in our own society and in societies throughout the world.

**LEARNING OUTCOMES**
1. Content Knowledge: Understand and use musical notation, by stylistic recognition, and in musical composition and arranging applications. We assess and measure these objectives as a step by step process.

   Step 1 is the instruction and experience in Theory I and Musicianship I.

   Step 2 includes the electronic music course which emphasizes the use of computerized notation. Upon request we can provide some examples of final electronic music projects.

   Step 3 is stylistic recognition which takes place in Theory II and Music History courses that help the students learn about Western notation styles, and in contrast learn non-Western notations in World Music.

   Step 4 is the final project for composition class, MUS 430.

2. Applied and Integrated Learning: To develop solo artistic performance skills. We will assess these objectives through private lessons, solo recitals, jury performances, 300 level auditions, and final capstone recital/performances.

3. Applied Learning: Demonstrate an understanding of pedagogical principles and "best practices" in music, in a K-12 classroom or rehearsal (or private music studio lesson setting). When available we can include music Praxis exam scores. We are also requesting practicum teacher feedback and feedback from administrators of former students who are either student teachers or are in the job field. The goal is to attest to how adequately our students are prepared coming out of the EOU Music program when entering the job field. We can do this with the new employee and/or employer interviews.

4. Civic Engagement: Civic Engagement has two meanings within music ensembles. As part of an ensemble, students engage within the ensemble (between members) and outside the ensemble when performing for an audience. Students are asked to demonstrate an ability to explore multiple
viewpoints, listen, communicate, and act in inclusive ways within the context of ensemble and guest artist work. They are also asked to demonstrate a consistent readiness to engage an audience during and after a performance. We indirectly assess students' abilities in civic engagement in all performance ensembles through a locally developed survey that adapts the GEC rubric criteria.

Through the learning outcomes above, students will meet the following expectations:

- Through analysis of representative examples of Western and non-Western music, demonstrate a practical understanding of music theory, music literature, music history, and performance practice.

- Through applied study, ensemble participation, and solo and ensemble performances, demonstrate the ability to perform a wide range of music, in a variety of styles and genres, with a superior level of artistry.

- Through completion of a series of music methods courses, demonstrate proficiency on the musical instruments associated with school music programs.

- Through completion of 400-level upper-division music methods courses, demonstrate the ability to teach music in a variety of settings.

- Through the study of arranging, assessing, composing, conducting, observing, participating, reflecting, researching, and teaching, acquire and demonstrate an array of pedagogical skills.

- Through study of the history and literature of Western and non-Western music, demonstrate an understanding of music from aesthetic, cultural, historical, and performance perspectives.

- Through completion of capstone experiences, demonstrate a sophisticated understanding of the interaction of performance and pedagogy in the practice, scholarship, and teaching of music.

MEANS OF ASSESSMENT

Learning outcomes are periodically reviewed within the College of Arts and Sciences. Learning outcomes are also included in all course syllabi. Music learning is assessed in a variety of modes, such as written and practical examinations, rubric-based assessments of performances, journals, presentations, group projects, teaching episodes, performance juries, videotaped performance evaluations, peer-, self- and instructor based assessments, papers, presentations, poster and research project presentations, group presentations, peer teaching sessions, capstones, practica, graduate entrance examinations, Praxis and other standardized examinations. Nearly all of these assessment methods are components of each of the courses taught.

REQUIREMENTS FOR BACHELOR OF MUSIC

1. Complete EOU’s Institutional Graduation Requirements

2. Required credits (Sections I-V) 95 credits
   A grade of “C-” or better in all courses is required.

I. Theory, Musicianship, and Pedagogy (Min 45 cr)
   MUS 111 Music Theory (3)
   MUS 112 Musicianship I (2)
   MUS 113 Music Theory (3)
   MUS 114 Musicianship I (2)
   MUS 115 Music Theory (3)
   MUS 116 Musicianship I (2)
   MUS 140 Electronic Music (3)
   MUS 192 Class Piano (2)
   MUS 193 Class Piano (2)
   MUS 194 Class Piano (2)
   MUS 225 Basic Conducting (3)
   MUS 230 Music Pedagogy In The 21st Cent (3)
   MUS 311 Chromatic Harmony & Jazz Theory (3)
   MUS 312 Musicianship II (2)
   MUS 313 Popular Music Theory (3)
   MUS 314 Musicianship II (2)
   MUS 315 Intro to Arranging & Comp (3)
   MUS 316 Keyboard Harmony (2)

II. Performance and Performance Practice (Min 30 cr)
   MUS 195 or MUS 395 Ensemble (Min 18 cr)
   MUP 100/200 Applied Lessons (Min 12 cr)

III. Music History and Literature (Choose 18 credits which must include one lower division UWR and two upper division UWR courses)
   MUS 201 ** Lang & Lit Of Music (3)
   MUS 202 World Music (3)
   MUS 203 Jazz American Music (3)
   MUS 204 Popular Music In America (3)
   MUS 361 ** Music History I (3)
   MUS 362 Music History II (3)
   MUS 363 ** Music History III (3)
   MUS 421 Ethnomusicology Seminar (3)
   ** meets UWR

IV. Capstone (Required)
   MUS 406 Senior Project (2)

V. Electives for Degree Completion – Choose one of the following options:

A. Complete 25 credits in MUS and/or MUP

B. Complete a second Major

C. Complete a second Minor in one of the following:
   Anthropology/Sociology
   Business
   Media Arts & Communication
   Psychology
   Theatre Arts

3. Satisfy the following:

Functional Computer Literacy
Each student will satisfy this requirement by taking MUS 140 Electronic Music.
Senior Recital or Project
During the senior year, a capstone experience is required. This may take the form of a Senior Recital, a concert of music composed in the course of composition studies at Eastern, or additional options may be discussed with your adviser. Students should see their adviser about capstone choices.

300 LEVEL AUDITIONS
A. All music majors must pass a 300 level audition before graduation. This is to be treated as a performance, with appropriate dress and a printed program for each member of the faculty jury members.

B. The program for vocal students will include:
1. An aria from an oratorio or opera sung in the original language;
2. Three art songs: one in Italian, one in German, and one in French;
3. One song from the twentieth-century literature, either American or English Please note: Memorization is required (except for oratorio arias) and English translations must be given to the jury at the audition.

C. The program for instrumental students will include:
1. At least one work from memory. For pianists, all music performed for the audition must be memorized;
2. Three works, or movements of works, from three different style periods, including 20th century;
3. One of three works should be a movement from a sonata or concerto;
4. For pianists, one work in a contrapuntal style, and one romantic work;
5. Scales and arpeggios, or études, as stipulated by the instructor or jury.

TYPICAL FOUR YEAR CURRICULUM FOR BACHELOR OF MUSIC

TYPICAL FIRST YEAR CURRICULUM
MUP 171/191 Applied Music (2)
MUS 111 Music Theory (3)
MUS 112 Musicianship I (2)
MUS 192 Class Piano (2) (only if necessary)
MUS 195 Performance Ensemble (2)
General Electives (4)

Winter (15 credits)
MUP 171/191 Applied Music (2)
MUS 113 Music Theory (3)
MUS 114 Musicianship I(2)
MUS 193 Class Piano (2)
MUS 195 Performance Ensemble (2)
General Electives (4)

Spring (15 credits)
MUP 171/191 Applied Music (2)

MUS 115 Music Theory (3)
MUS 116 Musicianship I (2)
MUS 140 Electronic Music (2)
MUS 194 Class Piano (2)
MUS 195 Performance Ensemble (2)
General Electives (4)

TYPICAL SECOND YEAR CURRICULUM
Fall (15 credits)
MUP 271/291 Applied Music (2-3)
MUS 140 Electronic Music or Electives (3)
MUS 195/395 Performance Ensemble (2)
MUS 230 Music Pedagogy In The 21st Cent (3)
MUS 311 Chromatic Harmony & Jazz Theory (3)
MUS 312 Musicianship II(2)

Winter (15 credits)
MUP 271/291 Applied Music (2-3)
MUS 195/395 Performance Ensemble (2)
MUS 202 World Music (3) or
MUS 203 Jazz: American Music (3)
MUS 313 Popular Music Theory (3)
MUS 314 Musicianship II (2)
MUS 140 Electronic Music or Electives (3)

Spring (15 credits)
MUP 271/291 Applied Music (2-3)
MUS 395 Performance Ensemble (2)
MUS 315/316 Keyboard Harmony (2)
MUS 225 Basic Conducting (3)
General Electives (2-3)

TYPICAL THIRD YEAR CURRICULUM
Fall (15 credits)
MUS 201 Language & Literature (3)
MUS 395 Performance Ensemble (2)
MUS 300/400 Electives (2-6)
General Electives (4-9)

Winter (15 credits)
MUS 202 World Music (3) or
MUS 203 Jazz: American Music (3)
MUS 395 Performance Ensemble (1-2)
MUS 300/400 Electives (2-8)
General Education (2-9)

Spring (15 credits)
MUS 395 Performance Ensemble (1-2)
MUS 300/400 Electives (2-9)
General Electives (4-12)

TYPICAL FOURTH YEAR CURRICULUM
Fall (15 credits)
MUS 361 Music History I (3)
MUS 395 Performance Ensemble (1-2)
MUS 300/400 Electives (2-6)
General Electives (4-9)

Winter (15 credits)
MUS 362 Music History II (3)
MUP 395 Performance Ensemble (1-2)
MUS 300/400 Electives (2-8)
General Education (2-9)

Spring (15 credits)
MUS 363 Music History III (3)
MUP 395 Performance Ensemble (1-2)
MUS 406 Senior Project (2)
MUS 300/400 Electives (2-9)
General Electives (4-12)

1 Students will complete either a 25- (2 credits) or 50-minute (3 credits) recital.

REQUIREMENTS FOR A MINOR IN MUSIC
Required: Music theory and musicianship credits as listed below (Min 10 credits):
MUS 111 Music Theory (3)
MUS 112 Musicianship I (2)
MUS 113 Music Theory (3)
MUS 114 Musicianship I (2)

Required: Minimum 3 credits of lower division Performance Ensemble (MUS 195)

Required: Minimum 4 credits of lower division Performance Studies (MUP 10xx-2xx)

Required: Minimum 15 credits of upper division elective credits from the following list:
MUS 311 Chromatic Harmony & Jazz Theory (3)
MUS 313 Popular Music Theory (3)
MUS 315 Intro To Comp & Arranging (3)
MUS 330 Brass Methods (2)
MUS 331 Percussion Methods (2)
MUS 332 String Methods (2)
MUS 333 Vocal Methods (2)
MUS 334 Woodwind Methods (2)
MUS 361 Music History I (3)
MUS 362 Music History II (3)
MUS 363 Music History III (3)
MUS 421 Studies In Ethnomusicology (3)
MUS 440 Choral Methods (3)
MUS 445 Music In The Community (3)
MUS 450 Instrumental Methods (3)
MUS 395 Performance Ensemble (Max 10)

A grade of “C-” or better is required in each course counting toward the minor, but a cumulative 2.00 GPA is required for completion of the minor.

A minimum of 10 credits counting toward the minor must be completed at Eastern Oregon University.
Total credit hours 32

MUSIC COURSE DESCRIPTIONS
MUS 101 - Elements Music*APC Credits: 3.00
Gen Ed Core-Artistic Process & Creation
An introductory course in music and its notation through analysis of rhythmic, melodic, and harmonic elements of music. Study of scales, intervals, triads, and seventh chords. First experiences in sight-singing and ear-training provide the basis for further study of music theory and composition.

MUS 107 - Listen in Music*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
Emphasis on selected works of classical, jazz and pop composers, fundamental musical concepts and active listening.

MUS 110 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students.

MUS 111 - Music Theory*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Tonal harmony in common practice: Study of scales, intervals, triads and harmonic progressions in terms of structure, procedures and application to four part music writing. Part of core curriculum for music majors. Taken concurrently with MUS 112, MUS 192, and MUS 140. Prerequisite: Musical background or MUS 101 recommended.

MUS 112 - Musicianship I Credits: 2.00
Development of aural perception through sight singing and diatonic melodies, duets and canons, and melodic and harmonic dictation. Taken concurrently with MUS 111, MUS 192, and MUS 140. Prerequisite: Musical background or MUS 101 recommended.

MUS 113 - Music Theory*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Tonal harmony in common practice: Study of scales, intervals, triads and harmonic progressions in terms of structure, procedures and application to four part music writing. Part of core curriculum for music majors. Taken concurrently with MUS 114, 193, and 225. Prerequisite: A grade of C- or better in MUS 111.

MUS 114 - Musicianship I Credits: 2.00
Development of aural perception through sight singing of diatonic melodies, duets and canons, and melodic and rhythmic dictation. Taken concurrently with MUS 113, 193, and 225.

MUS 115 - Music Theory*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
Tonal harmony in common practice: Study of scales, intervals, triads and harmonic progressions in terms of structure, procedures and application to four part music writing. Part of core curriculum for music majors. Taken concurrently with MUS 116, 194. Prerequisite: A grade of C- or better in MUS 113.

MUS 116 - Musicianship I Credits: 2.00
Development of aural perception through sight singing of diatonic melodies, duets and canons, and melodic and harmonic dictation. Taken concurrently with MUS 115, 194. Prerequisite: MUS 114.

MUS 140 - Electronic Music I*APC Credits: 3.00
Gen Ed Core-Artistic Process & Creation
Introductory study of the uses of digital, audio, and MIDI applications for music creation.

MUS 192 - Class Lesson*APC Credits: 1.00 to 2.00
Gen Ed Core-Artistic Process & Creation
Elementary course in three progressive terms treating the fundamental musical and technical problems of the voice or instrument concerned. Prerequisite: Consent of Instructor.

MUS 193 - Class Lesson*APC Credits: 1.00 to 2.00
Gen Ed Core-Artistic Process & Creation
Elementary course in three progressive terms treating the fundamental musical and technical problems of the voice or instrument concerned. Prerequisite: Consent of Instructor.

MUS 194 - Class Lesson*APC Credits: 1.00 to 2.00
Gen Ed Core-Artistic Process & Creation
Elementary course in three progressive terms treating the fundamental musical and technical problems of the voice or instrument concerned. Prerequisite: Consent of Instructor.

MUS 195 – (Various Ensemble Titles)*APC Credits: 1.00 To 2.00
Gen Ed Core-Artistic Process & Creation
Participation in ensembles (vocal or instrumental). Open to students who pass necessary tests of ability and skills. Prerequisite: Consent of Instructor.

MUS 201 - Lang & Lit Of Music*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An exploration of the language and literature of music through the study of musical elements (melody, harmony, rhythm, tone-color, texture, form, and style) with an emphasis on developing attentive listening skills and appropriate writing styles. Music from all historical periods and from around the world will be studied. Writing Intensive.

MUS 202 - World Music*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An exploration of the music of non-Western cultures, with special emphasis on contemporary African music.

MUS 203 - Jazz: Amer Music*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An introductory course in the history of America’s most enduring native music, jazz. Beginning with African music imported here through slavery, the course will explore the roots of jazz through blues and ragtime, early jazz, swing, bebop, hard bop, avant-garde, and jazz-rock fusion.

MUS 204 - Popular Music In Amer*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
This course is designed to provide students with an introduction to the various musical styles, i.e., blues, jazz, rhythm and blues, folk, gospel, etc., which laid the foundation for American contemporary popular music. As a major social force during the last forty years, contemporary popular music has helped to define our “image” to ourselves and the “image” we portray to the rest of the world. Central to the focus of the course will be the exploration of the myth that our popular music is “simplistic, repetitive, and trite.”

MUS 209 - Practicum Credits: 1.00 TO 3.00
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.

MUS 210 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: Some musical background recommended.

MUS 225 - Basic Conducting Credits: 3.00
Basic work with baton technique, use of the left hand, score reading development (including transposition and elementary score analysis), and rhythmic skill development. Prerequisite: MUS 111 and MUS 112.

MUS 230 - Music Pedagogy In The 21st Century Credits: 3.00
This course serves as an orienting introduction to the Music Program at EOU and an introduction into some of the 21st century professions that require a foundation in music pedagogy. Teaching in the classroom and private studio, along with working with community based agencies in the arts will be the primary focus of the class. Topics include historical developments in music education, curriculum, current research and its applications in the music classroom, teaching and learning styles, state and national standards requirements for licensure, basics of establishing a private studio, and opportunities for working with community and non-profit music alliances. In addition to the regular meeting time, students enrolled in this course will be required to complete a series of outside classroom observations.

MUS 292 - Class Lesson Credits: 1.00
Intermediate course in three progressive terms treating the fundamental musical and technical problems of the instrument concerned. Prerequisite: Consent of instructor.

MUS 293 - Class Lesson Credits: 1.00
Intermediate course in three progressive terms treating the fundamental musical and technical problems of the instrument concerned. Prerequisite: Consent of instructor.

MUS 294 - Class Lesson Credits: 1.00
Intermediate course in three progressive terms treating the fundamental musical and technical problems of the instrument concerned. Prerequisite: Consent of instructor.

MUS 304 - Down In The Boondocks*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
This course is designed to provide students with an introduction to the various musical styles, i.e., blues, jazz, rhythm and blues, folk, gospel, etc., which laid the foundation for American contemporary popular music. As a major social force during the last fifty years, contemporary popular music has helped to define our “image” of ourselves and the “image” we portray to the rest of the world. Central to the focus of the course will be the exploration of the myths that surround popular music. Student must have at least sophomore standing to register for this course.

MUS 310 - Selected Topics Credits: 1.00 TO 6.00
Topics designed to meet current needs of students. Prerequisite: Upper-division standing required. Musical background recommended. Student must have at least junior standing to register for this course.
**MUS 311 - Chromatic Harmony & Jazz Theory Credits: 3.00**
An extensive study of rhythmic, harmonic and melodic devices associated with the music of the Romantic period, followed by an introduction to the harmonic language of jazz tonality. Half of the course will be devoted to the chromatic harmony of the 19th century and the other half will focus on the Great American Songbook. Prerequisite: MUS 115

**MUS 312 - Musicianship II Credits: 2.00**
Development of aural perception through sight-singing (both diatonic and chromatic) and dictation. Sight-singing transforms music from notation into sound, while ear-training transforms music from sound into notation. Inclusive in this study will be the development of a good sense of rhythm, tempo, and relative pitch. Prerequisite: MUS 116, MUS 314- MUS 312; MUS 316- MUS 314. Student must have at least sophomore standing to register for this course.

**MUS 313 – Popular Music Theory Credits: 3.00**
An extensive study of rhythmic, harmonic and melodic devices associated with popular song from Tin Pan Alley to current styles. Much of the course will be devoted to learning popular song notation, stylistic devices, forms, and improvisational approaches. Prerequisite: MUS 311, 312

**MUS 314 - Musicianship II Credits: 2.00**
Development of aural perception through sight-singing (both diatonic and chromatic) and dictation. Sight-singing transforms music from notation into sound, while ear-training transforms music from sound into notation. Inclusive in this study will be the development of a good sense of rhythm, tempo, and relative pitch. Prerequisite: MUS 116, MUS 314- MUS 312; MUS 316- MUS 314. Student must have at least sophomore standing to register for this course.

**MUS 315 – Intro To Composition & Arranging Credits: 3.00**
The course will introduce students to the decision-making processes in musical composition and arranging. Students will be encouraged to experiment with new sound sources, new compositional techniques, and new approaches to musical performance. Opportunities for composing for both acoustic and electronic media will be made available. Prerequisite: MUS 313, MUS 314.

**MUS 316 – Keyboard Harmony Credits: 2.00**
Development of functional keyboard skills used in sight reading, accompaniment, harmonization, and score reading. Prerequisites: MUS 312, MUS 314. MUS 313 (Music Theory). MUS 194 (Class Piano) or equivalent.

**MUS 320 - Improvisation Credits: 2.00**
Study of concepts and skills related to the art of improvisation, with emphasis on chord changes in a jazz context. May be repeated for credit. Prerequisite: MUS 115 or equivalent. Student must have at least sophomore standing to register for this course.

**MUS 330 - Brass Methods Credits: 2.00**
This course prepares students to teach brass instruments in the elementary, middle, and secondary school settings. Students acquire playing skills on the brass instruments and study the pedagogy involved in teaching these instruments successfully in the music classroom. Topics include brass techniques, care and maintenance, learning styles, classroom management, assessment, state/national standards, curriculum development and implementation, method book evaluation, applications of current research, and portfolio preparation. Students must pass the Brass Competency Examination. In addition to the regular meeting time students enrolled in this course will be required to complete a series of outside classroom observations. Student must have at least sophomore standing to register for this course.

**MUS 331 - Percussion Methods Credits: 2.00**
This course prepares students to teach percussion instruments in the elementary, middle, and secondary school settings. Students will acquire playing skills on both pitched and non-pitched percussion instruments and study the pedagogy involved in teaching these instruments successfully. Topics include percussion technique, care and maintenance, learning styles, classroom management, assessment, state/national standards, curriculum development and implementation, applications of current research. In addition to the regular meeting time, students will be required to attend one percussion related concert during this term of study. Student must have at least sophomore standing to register for this course.

**MUS 332 - String Methods Credits: 2.00**
This course prepares students to teach stringed instruments in the elementary, middle, and secondary school settings. Students acquire playing skills on the stringed instruments as well as study the pedagogy involved in teaching these instruments successfully in the music classroom. Topics include string techniques, care and maintenance, classroom management, assessment, state/national standards, and applications of current research. Students must pass the String Competency Examination. In addition to the regular meeting time students enrolled in this course will be required to complete a series of outside classroom observations. Student must have at least sophomore standing to register for this course.

**MUS 333 - Vocal Methods Credits: 2.00**
This course serves as an introduction to teaching voice students from early childhood through secondary school. Topics include vocal teaching methods, pedagogical techniques, breathing, phonation, care and maintenance, resonant tone production, diction, expression, assessment. In addition to the regular meeting time students enrolled in this course will be required to complete a series of outside classroom observations. Student must have at least sophomore standing to register for this course.

**MUS 334 - Woodwind Methods Credits: 2.00**
This course prepares students to teach woodwind instruments in the elementary, middle, and secondary school settings. Students will acquire playing skills on all five woodwind instruments and will study the pedagogy of these instruments. Topics include woodwind techniques, instrument care and maintenance, learning styles, classroom management, assessment, state/national standards, curriculum development and implementation, applications of current research, and portfolio preparation. Students must pass the Woodwind Competency Examination. In addition to the regular meeting time students enrolled in this course
will be required to complete a series of outside classroom observations. Student must have at least sophomore standing to register for this course.

**MUS 340 - Electronic Music II Credits: 2.00**
Advanced study of the uses of computers and synthesizers for music composition and realization, including notation, sequencing, and recording techniques. Emphasis on MIDI interface using Macintosh computers. Prerequisite: MUS 140 or equivalent. Student must have at least sophomore standing to register for this course.

**MUS 350 - Accompanying Credits: 1.00**
Study of the art of the keyboard accompanist. Practical application with singers and instrumentalists. Prerequisite: Consent of Instructor. Student must have at least sophomore standing to register for this course.

**MUS 361 - Music History I Credits: 3.00**
This course, which serves as an introduction to the scholarly study of music history, includes an overview of compositions, and composers in the development of Western music from antiquity to 1685. Listening, analyzing, creation of abstracts, historical research methods, and a research paper are required. Student must have at least sophomore standing to register for this course.

**MUS 362 - Music History II Credits: 3.00**
This course serves as a survey of Western music ca. 1685 to 1820. Listening, analyzing, historical research methods, and testing are required. A research paper may be required for students who wish to use this course in partial fulfillment of the UWR. Student must have at least sophomore standing to register for this course.

**MUS 363 - Music History III Credits: 3.00**
This course serves as a survey of Western music from the 19th Century to the present day. Listening, analyzing, creation of abstracts, historical research methods, a research paper, and public poster session are required. Student must have at least sophomore standing to register for this course.

**MUS 395 – (Various Ensemble Titles)*APC Credits: 1.00 To 2.00**
*Gen Ed Core-Artistic Process & Creation*
Participation in ensembles (vocal or instrumental). Open to students who pass necessary tests of ability and skills. Prerequisite: Consent of Instructor and six separate terms of MUS 195 in the same area (vocal or instrumental).

**MUS 402 - Indep Study Credits: 1.00 TO 3.00**
Student must have at least junior standing to register for this course.

**MUS 405 - Reading & Conference Credits: 1.00 TO 6.00**
Topics will be selected according to the individual student's needs from the various musical styles, forms and genres, or theoretical techniques of music. Assigned readings and assignments by instructor will be discussed on a regularly arranged basis. Course work will culminate in a research paper or another appropriate project. Student must have at least junior standing to register for this course.

**MUS 406 - Senior Project Credits: 1.00 TO 3.00**
Senior recital, lecture-recital, major research paper, or concert of music composed as part of composition studies at Eastern. Prerequisite: Consent of instructor. Students projecting a recital must concurrently be enrolled in Performance Studies (MUP) at the 300 level. Student must have at least junior standing to register for this course.

**MUS 407 - Seminar Credits: 1.00 TO 15.00**
Student must have at least junior standing to register for this course.

**MUS 408 - Workshop Credits: 1.00 TO 3.00**
Student must have at least junior standing to register for this course.

**MUS 409 - Practicum Credits: 1.00 TO 3.00**
Student must have at least junior standing to register for this course.

**MUS 410 - Selected Topics Credits: 1.00 TO 6.00**
Topics may include orchestration, counterpoint, baroque performance practice, introduction to Orff-Schulwerk, and others. Prerequisite: Upper division standing required. Musical background recommended. Student must have at least junior standing to register for this course.

**MUS 421 - Std In Ethnomusicology Credits: 3.00**
A study in seminar format of the music of non-Western cultures and the role of music in the lives of non-Western peoples. Emphasis will be on music education and music making around the world. Prerequisite: MUS 315 and MUS 316. Student must have at least junior standing to register for this course.

**MUS 425 - Advanced Conducting Credits: 2.00**
An extended look at large orchestral and choral works. The course will focus on score study, writing about music, 20th century conducting techniques, mixed meter conducting and rehearsal techniques. Class presentations and one research paper are required. Prerequisite: MUS 225. Student must have at least junior standing to register for this course.

**MUS 430 - Arranging & Composition Credits: 3.00**
The course will focus on advanced decision-making processes in music composition. Students will be encouraged to experiment with new compositional techniques and new approaches to musical performance. Opportunities for composing for both acoustic and electronic instruments will be made available. Prerequisite: MUS 315, 316 or submission of scores to instructor. Student must have at least junior standing to register for this course.

**MUS 435 - Applied Composition Credits: 1.00**
Individual or small group instruction in musical composition. May be repeated for credit. Prerequisite: MUS 235 and consent of instructor. Student must have at least junior standing to register for this course.

**MUS 440 - Choral Music Methods Credits: 3.00**
This course prepares students for teaching music in the choral classroom (middle school through high school levels).
Areas of focus for this course include teaching philosophy, curriculum, program management, repertoire, assessment, arts standards, behavior management, learning styles, rehearsal techniques, and leadership models. Students will complete a ten-week unit, a portfolio, and a research paper. In addition to the regular meeting time students enrolled in this course will be required to complete a series of outside classroom observations. Student must have at least junior standing to register for this course.

MUS 445 – Music In The Community Credits: 3.00
This course will introduce students to a new field of study dedicated to reaching across academic divisions and uniting theory with practice. The focus will be on performing arts outreach, community development, creative arts therapies, and conflict resolution. Students will not only develop their own personal creative skills but learn to design, implement, and document (assess) a community program. Prerequisites: MUS 311-316.

MUS 450 - Instrumental Methods Credits: 3.00
This course prepares students to develop, coordinate, and administer instrumental ensembles in elementary, middle, and secondary instrumental settings. Topics include coordination, administration, and supervision of instrumental ensembles; literature and teaching materials for the beginning, intermediate, and high school instrumental ensembles, including chamber, symphonic wind, marching, jazz, pep, woodwind, brass, and percussion ensemble; solo literature; standardized assessment; rehearsal techniques, curriculum; state and national standards; applications of current research; philosophy of music education. In addition to the regular meeting time. Students enrolled in this course will be required to complete a series of outside classroom observations. Student must have at least junior standing to register for this course.

MUS 480 - Senior Project Credits: 1.00 TO 3.00
Student must have at least junior standing to register for this course.

MUSIC PERFORMANCE COURSE DESCRIPTIONS
MUP 171 - Perf:Piano*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 172 - Perf:Organ*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 173 - Perf:Voice*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 174 - Perf:Strings*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 180 - Perf:Guitar *APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 181 - Perf:Woodwinds*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 186 - Perf:Brass*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 270 - Perf:Violin*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Open to students who meet the necessary level of ability. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 271 - Perf:Violin*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Open to students who meet the necessary level of ability. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 272 - Perf:Violin*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Open to students who meet the necessary level of ability. Recital and concert attendance required. Prerequisite: Consent of Instructor.

MUP 275 - Perf:Strings*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Open to students who meet the necessary level of ability. Recital and concert attendance required. Prerequisite: Consent of instructor.

MUP 280 - Perf:Guitar *APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of artistic solo performance. Open to students who meet the necessary level of ability. Recital and concert attendance required. Prerequisite: Consent of Instructor.
MUP 281 - Perf: Woodwinds*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of Instructor.

MUP 286 - Perf: Brass*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of Instructor.

MUP 291 - Perf: Percussion*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of Instructor.

MUP 371 - Perf: Piano*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 373 - Perf: Organ*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 374 - Perf: Voice*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 375 - Perf: Strings*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 380 - Perf: Guitar*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 381 - Perf: Woodwinds*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 386 - Perf: Brass*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 391 - Perf: Percussion*APC Credits: 2.00 To 3.00
Gen Ed Core-Artistic Process & Creation
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of instructor and successful
faculty-juried audition of 15-20 minutes is required. Student
must have at least sophomore standing to register for this
course.

MUP 471 - Perf: Piano Credits: 1.00 TO 2.00
Individual instruction in the technical and stylistic aspects of
artistic solo performance. Open to students who meet the
necessary level of ability. Recital and concert attendance
required. Prerequisite: Consent of the instructor and previous
experience of MUP 371-392. Student must have at least
junior standing to register for this course.

MUP 473 - Perf: Organ Credits: 1.00 TO 2.00
Student must have at least junior standing to register for this
course.

MUP 474 - Perf: Voice Credits: 1.00 TO 2.00
Student must have at least junior standing to register for this
course.

MUP 475 - Perf: Strings Credits: 1.00 TO 2.00
Student must have at least junior standing to register for this
course.

MUP 480 - Perf: Guitar Credits: 1.00 TO 2.00
Student must have at least junior standing to register for this
course.
PROGRAM OBJECTIVES
The Native American Studies Minor integrates a wide variety of academic areas, including anthropology, history, political science, economics, business and law. The overall objective of the program is to increase the diversity of the EOU educational process. Students can complete their minors both on and off campus due to the diversity of offerings in both teaching areas. The minor will lead to a greater understanding of Native American peoples who have had significant roles in the history and tenure of North America. Knowledge of Native American people’s general and specific belief systems benefits EOU students in all fields of study such as anthropology, education and business. It is also important for our students to recognize the U.S. Government’s federal trust responsibility toward treaty rights.

LEARNING OUTCOMES
Students, depending on the courses selected, will have the ability to:

- Develop a general understanding of Native North American history.

- Develop a general understanding of the diversity of North American Indian culture through an in depth consideration of different Tribes and Nations.

- Provide an opportunity to explore North American Indian mythology and spiritual beliefs.

- Provide an opportunity to discover how North American Indians have been affected by culture change.

- Provide an opportunity to learn about the diversity of Native American governments.

MEANS OF ASSESSMENT
To ensure that students meet the above program outcomes, they demonstrate proficiencies by means of the following (depending on the course): research papers, essays, in class exams (essays, short answers, objective questions), take-home exams, map quizzes, group projects, individual and group presentations, library skills assignments, critical autobiographies and oral histories, production and analysis of surveys, development of formal research proposals, ethnographic observations and field-based research, reaction papers, summaries/analysis papers based on reading, quizzes, formal debates, book reviews, literature reviews, and class participation and preparedness. Each assignment is assessed by means of specific evaluative criteria.

REQUIREMENTS FOR THE MINOR IN NATIVE AMERICAN STUDIES
1. A minimum of 30 graded credits at the “C-” level or better with an over all GPA of 2.00.

2. The above must include at least 20 graded credits in upper division.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University.

Required courses:
- ANTH 312 Native Peoples of North America (5)
- HIST 483 History of Native Americans and the U.S. (5)
- NAT 370 Native American Law (5)

Elective Courses:
- ANTH 330 Ethnology of Hunters & Gatherers (2)
- ANTH 360 Introduction to Archaeology and Prehistory (5)
- ANTH 380 Native Peoples of Oregon (5)
- ANTH 390 Public Archaeology (5)
- BA 347 Workplace Diversity (3)
- HIST 338 Comparing Frontier Cultures (5)
- POLS 477 Gambling Policy (5)
- NAT 401 Research (1-5)
- NAT 405 Reading & Conference (1-5)
- NAT 407 Seminar (1-5)
- NAT 409 Practicum (1-10)
Other appropriate electives as approved by faculty.

NATIVE AMERICAN COURSE DESCRIPTIONS
- NAT 110 – Selected Topics Credits: 1.00 To 6.00
  Discussion based course based on Native American cultures.
- NAT 210 – Selected Topics Credits: 1.00 To 6.00
  Discussion based course based on Native American cultures.
NAT 310 – Selected Topics Credits: 1.00 To 6.00
Discussion based course based on Native American cultures.

NAT 370 - Native American Law Credits: 5.00
This course will survey the development of Native American Law in the United States. It will include a historical look at sovereignty issues along with the relationship of the Federal Government, State Governments and the various tribes in the areas of supremacy and jurisdiction in both civil law and criminal law. In addition recent developments in the area of gaming, self-determination, civil rights as well as religious rights will be examined. This course will give students the ability to evaluate how the culture of the U.S. has interacted with native peoples by looking at historical contexts, social paradigms and the legal system as it has evolved. Student must have at least sophomore standing to register for this course.

NAT 401 - Research Credits: 1.00 TO 5.00
Individual research project. Student must have at least junior standing to register for this course.

NAT 405 - Reading & Conference Credits: 1.00 TO 5.00
Individualized study. Student must have at least junior standing to register for this course.

NAT 407 - Seminar Credits: 1.00 TO 5.00
Seminar. Student must have at least junior standing to register for this course.

NAT 409 - Practicum Credits: 1.00 TO 10.00
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. Student must have at least junior standing to register for this course.

NAT 410 – Selected Topics Credits: 1.00 To 6.00
Discussion based course based on Native American cultures.

PHILOSOPHY MINOR
(See also Philosophy, Politics, and Economics. This minor is also available online/onsite.)

PROGRAM OBJECTIVES
Philosophy is an important component of the liberal arts curriculum. It is not clear that there is any distinctly philosophical subject matter, but all the academic disciplines have questions that can be investigated philosophically. The aim of Philosophy at Eastern is two fold. The first goal is methodological: to develop a procedure for investigating abstract conceptual questions in a clear and productive manner. The second goal more directly concerns the liberal education; every intellectually well-rounded man or woman should have some familiarity with the questions, problems and theories that have preoccupied the great philosophical minds in our Western culture.

LEARNING OUTCOMES
- Students will gain familiarity with classic texts in the western philosophical tradition.
- Students will gain familiarity with the work of contemporary legal, philosophical, and social scientific scholarship, and its application to contemporary legal and policy issues.
- To gain familiarity with the American legal system.

MEANS OF ASSESSMENT
Philosophy minors are evaluated in a variety of ways. They complete with a grade of C- or better a core of at least thirty credits that cover the major areas of contemporary analytic philosophy. They are required to do substantial formal writing in virtually every course in the curriculum. Written work is evaluated in terms of recognized standards of formal academic writing, clarity, mastery of substantive content, and philosophical insight and analysis.

PROGRAMS
The degree that is available with a concentration in philosophy is: Bachelor of Arts or Bachelor of Science in Philosophy, Politics and Economics. If you are interested in this degree program, you should consult your adviser.

REQUIREMENTS FOR THE MINOR IN PHILOSOPHY
1. A minimum of 30 credits in Philosophy, 20 of which must be graded are required for the minor.
2. At least 15 upper-division credits in Philosophy are required.
3. A grade of “C-” or better for all courses applied toward the minor. Maintain a C (2.00) or better cumulative GPA in courses required for the minor.
4. A minimum of ten credits applied toward the minor must be completed at EOU.

PHILOSOPHY COURSE DESCRIPTIONS
PHIL 101- Self, World & God*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
The quest for understanding ourselves, the world, and our possible relation to the divine is as old as philosophy itself.
This course will introduce classic questions about the nature of mind and body, free will, and life after death. Of particular importance will be the nature and applicability of human knowledge to these sorts of questions. The course requires the ability to read, write and think about difficult and important questions, but no special training or background.

PHIL 102- Ethics, Polit & Law*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
The problem of how we ought to live our lives is as old as philosophy itself. We will begin with an investigation of theories of ethics (or morality). We will also explore the question of political legitimacy. Finally we will look at the nature of law, with particular emphasis on philosophical questions concerning the U. S. Constitution. Philosophy 101 is not a prerequisite.

PHIL 110- Selected Topics Credits: 1.00 TO 6.00

PHIL 103- Critical Thinking*GTW Credits: 5.00
Gen Ed Core-Gateway
An introduction to critical thinking and argument analysis. The primary goal of this course is to develop a technique for the evaluation of practical arguments in the real world.

PHIL 210- Selected Topics Credits: 1.00 TO 6.00

PHIL 231- Symbolic Logic*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
An introduction to formal symbolic logic. The topics covered include the first-order propositional calculus, truth-table analysis and natural deduction proofs. In addition, the course may include an introduction to natural deduction proofs in the first-order predicate calculus. PHIL 103 is not a prerequisite for this course.

PHIL 301- Hist Philosophy*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
This course is a focused examination of major periods, schools, problems and/or figures in the history of western philosophy. Students should expect a good deal of reading from original historical sources.

PHIL 310- Selected Topics Credits: 1.00 TO 6.00
Student must have at least sophomore standing to register for this course.

PHIL 320- Phil of Religion*AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities
An introduction to some of the main problems, theories, and arguments in the philosophy of religion. Student must have at least sophomore standing to register for this course.

PHIL 340- Phil of Science*SMI Credits: 5.00
Gen Ed Core-Natural, Math & Info Sciences
An exploration of some of the main problems underlying scientific theory and investigation, including the basic structure, language and methodology of the sciences. Student must have at least sophomore standing to register for this course.

PHIL 341- Phil Iss In Science*AEH Credits: 2.00
Gen Ed Core-Aesthetics & Humanities
Natural science is the best example we have of a reliable knowledge gathering enterprise: What it has taught us about the natural world is phenomenal. And for precisely this reason it provides, for many individuals, the means by which any claim arising from other human pursuits or activities is to be evaluated. What happens, or should happen, when such claims are challenged, even “contradicted”, by the findings of natural science? This course will consider that question as it pertains to the Judeo-Christian account of the creation and structure of the universe. Student must have at least sophomore standing to register for this course.

PHIL 405- Reading & Conference Credits: 1.00 TO 15.00
Directed reading experience on topics of student’s choice. This course will involve regular consultation and a major written project. Student must have at least junior standing to register for this course.

PHIL 407- Seminar Credits: 5.00
Student must have at least junior standing to register for this course.

PHIL 409- Field Placement Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

PHIL 410- Selected Topics Credits: 1.00 TO 6.00
An in-depth study of a topic of interest to both students and faculty. There will be a great deal of reading for this course and a major written project. Student must have at least junior standing to register for this course.

PHIL 420- Philosophy of Law Credits: 5.00
A philosophical examination of some of the key concepts, arguments, controversies, and theories within the field of law. Typical topics to be covered may include the nature of law, the nature of legal reasoning, how legal texts should be interpreted, and the relationship between morality and the law. Student must have at least junior standing to register for this course.

PHIL 421- Phil Issues In Law Credits: 5.00
An introduction to the jurisprudence of Law and Economics. The course analyzes this influential approach to legal thinking from an economic and normative perspective. Student must have at least junior standing to register for this course.

PHIL 440- Political Philosophy/Theory Credits: 5.00
Political Philosophy is a topic oriented examination of an issue, major thinker, or historical period in western political thought. Recent offerings of the course have included a survey of western political theory from Plato to Locke, a historical and conceptual investigation of the social contract, and an examination of contemporary theories of justice focusing on the work of John Rawls. (Cross-listed: POLS 440) Student must have at least junior standing to register for this course.

PHIL 470- Philosophical Psych Credits: 5.00
Philosophical Psychology reflects the historic overlap between the two disciplines. The course assumes that these
PHIL 490- Ethics & Public Affairs Credits: 5.00
The first two thirds of the course will focus on contemporary normative theory and decision theory. The remainder of the course will be devoted to directed research in which a significant public policy issue will be analyzed from a normative perspective. Prerequisite: PHIL 102, POLS 350. Student must have at least junior standing to register for this course.

LEARNING OUTCOMES
1. Content Knowledge. Assess different theories, concepts, methods, and analytical approaches employed by the disciplines of Philosophy, Political Science, and Economics.

2. Inquiry. Evaluate problems of normative inquiry as well as those of empirical analysis, and synthesize the two approaches in the analysis of the ideas, values, and assumptions underlying public policy and ethical issues.

3. Applied Learning and Civic Engagement. Apply contextual knowledge and skills to the public policy process and ‘real-life’ political situations via the opportunity to observe and participate as an informed citizen in a variety of on and off-campus settings.

4. Critical Thinking, Communication, and Integrated Learning. Produce effective interdisciplinary policy analysis via the ability to recognize arguments, test hypotheses and support via appropriate oral and written communications targeted for specific audiences.

MEANS OF ASSESSMENT
PPE majors are evaluated in a variety of ways. They complete, with a grade of C- or better, courses that reinforce their knowledge of the fundamental methodologies and models of the core disciplines. Quizzes, exams, papers, projects, group work, presentations, etc., are evaluated in terms of qualitative assessment of specified learning outcomes by means of stated criteria. By satisfactorily completing PPE 407: Capstone, in which majors are required to write a substantial research paper, students explore the tensions and connections between these three disciplines and how policy decisions reflect these interrelationships. Capstones further enhance students’ skills in research, writing, computer use, statistical methods, and public presentations. The writing intensive course work also prepares them to complete the University Writing Requirement.
PROGRAM OBJECTIVES
The Physics minor is a true liberal arts minor, preparing the student for many options after graduation. The powerful problem-solving approaches developed in the physics curriculum can be applied in numerous career paths. Students are strongly encouraged to engage in research, either with faculty members or through summer internships. Our emphasis is on quality instruction, full student participation, and individual attention to the student.

LEARNING OUTCOMES
Upon completion of the Physics minor, students will:

- Be proficient in the problem-solving approaches used by physicists, both in theoretical and experimental work;
- Have an understanding of the main areas of physics, including mechanics, electricity and magnetism, wave phenomena, and quantum theory;
- Have a good understanding of laboratory instrumentation, and be able to design instrumentation as needed.

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 strategies to solutions of specific problems. The laboratory notebook is evaluated in courses containing a lab component, to assess and improve experimental skills. Faculty are directly involved in laboratory work, allowing us to interact directly with students and gauge progress in lab activities.

**REQUIREMENTS FOR THE MINOR IN PHYSICS**

1. A minimum of 30 graded credits in Physics courses with a minimum GPA of 2.00, as follows:

   - PHYS 221, 222, 223 Gen Physcis w/Calculus (15)
   - PHYS 321* Waves and Quantum Theory (5)
   - PHYS 343, 344 Experimental Tech (10)

   * May be taken under the prefixes CHEM 441(4) and CHEM 444(1).

2. A grade of “C-” or better in each course counting toward the minor with an overall GPA of 2.00.

3. A minimum of 10 hours counting toward the minor must be completed at Eastern Oregon University

**PHYSICS COURSE DESCRIPTIONS**

**PHYS 110- Selected Topics Credits: 1.00 TO 6.00**

**PHYS 201- General Physics*SMI Credits: 4.00**

**Gen Ed Core-Natural, Math & Info Sciences**

An introductory college physics sequence for those whose majors are not in the physical sciences or engineering, which includes the principles of mechanics, waves, sound, thermodynamics, electricity, magnetism, optics, relativity, and quantum theory. Prerequisite: MATH 111, 112, or equivalent.

**PHYS 201L - Physics Lab Credits: .00**

**PHYS 202- General Physics*SMI Credits: 4.00**

**Gen Ed Core-Natural, Math & Info Sciences**

An introductory college physics sequence for those whose majors are not in the physical sciences or engineering, which includes the principles of mechanics, waves, sound, thermodynamics, electricity, magnetism, optics, relativity, and quantum theory. Prerequisites: PHYS 201 or equivalent, MATH 111, 112, or equivalent.

**PHYS 202L - Physics Lab Credits: .00**

**PHYS 203- General Physics*SMI Credits: 4.00**

**Gen Ed Core-Natural, Math & Info Sciences**

An introductory college physics sequence for those whose majors are not in the physical sciences or engineering, which includes the principles of mechanics, waves, sound, thermodynamics, electricity, magnetism, optics, relativity, and quantum theory. Prerequisites: PHYS 202 or equivalent, MATH 111, 112, or equivalent.

**PHYS 203L - Physics Lab Credits: .00**

**PHYS 210- Selected Topics Credits: 1.00 TO 6.00**

**PHYS 221- Gen Physics/Calc*SMI Credits: 5.00**

**Gen Ed Core-Natural, Math & Info Sciences**

First part of a six-term sequence in physics, which includes CHEM 440 and PHYS 321, 322, for students in the physical sciences and engineering. Emphasis in classical mechanics, special relativity, electricity and magnetism, and waves. Prerequisite: Calculus previously or concurrently.

**PHYS 221L - Gen Physics Lab Credits: .00**

**PHYS 222- Gen Physics/Calc*SMI Credits: 5.00**

**Gen Ed Core-Natural, Math & Info Sciences**

Second term of a six-term sequence in physics, which includes CHEM 440 and PHYS 321, 322, for students in the physical sciences and engineering. Emphasis in classical mechanics, special relativity, electricity and magnetism, and waves. Prerequisite: Calculus previously or concurrently.

**PHYS 222L - Gen Physics Lab Credits: .00**

**PHYS 223- Gen Physics/Calc*SMI Credits: 5.00**

**Gen Ed Core-Natural, Math & Info Sciences**

Third term of a six-term sequence in physics, which includes CHEM 440 and PHYS 321, 322, for students in the physical sciences and engineering. Emphasis in classical mechanics, special relativity, electricity and magnetism, and waves. Prerequisite: Calculus previously or concurrently.

**PHYS 223L - Gen Physics Lab Credits: .00**

**PHYS 231- Physics of Music*SMI Credits: 3.00**

**Gen Ed Core-Natural, Math & Info Sciences**

An exploration of the physical principles of musical instruments, acoustics, and the biophysics of hearing. In-class laboratory activities provide a significant hands-on aspect to the course. This course is designed with music and fine arts majors in mind, but is accessible to anyone. Prerequisite: A good facility with algebra; two years of high school algebra required.

**PHYS 310- Selected Topics Credits: 1.00 TO 6.00**

Student must have at least sophomore standing to register for this course.

**PHYS 321- Waves & Quan Theory Credits: 5.00**

An introduction to quantum physics, from basic concepts through rigorous treatment of the hydrogen atom. Prerequisite: PHYS 223 and MATH 254. Student must have at least sophomore standing to register for this course.

**PHYS 321L - Waves & Quan Thry Lab Credits: .00**

Student must have at least sophomore standing to register for this course.

**PHYS 322- Waves & Quan Theory Credits: 5.00**

Classical waves. The second term of a sequence, emphasizing spectroscopy, quantum statistics, the solid state, and a brief introduction to nuclear physics. Prerequisite: PHYS 223 and MATH 254. Student must have at least sophomore standing to register for this course.

**PHYS 322L - Waves & Quan Thry Lab Credits: .00**

Student must have at least sophomore standing to register for this course.
PHYS 343- Experimental Tech Credits: 5.00
For students in science and engineering. Topics include an introduction to electronic circuits and techniques, vacuum technology, optical techniques, and machine shop practices of special relevance to present-day experimental instrumentation. The final term deals almost exclusively with microcomputer interfacing and application. Prerequisite: PHYS 223. Student must have at least sophomore standing to register for this course.

PHYS 343L - Experimental Tech Lab Credits: .00
Student must have at least sophomore standing to register for this course.

PHYS 344- Experimental Tech Credits: 5.00
For students in science and engineering. Topics include an introduction to electronic circuits and techniques, vacuum technology, optical techniques, and machine shop practices of special relevance to present-day experimental instrumentation. The final term deals almost exclusively with microcomputer interfacing and application. Prerequisite: PHYS 223. Student must have at least sophomore standing to register for this course.

PHYS 344L - Experimental Tech Lab Credits: .00
Student must have at least sophomore standing to register for this course.

PHYS 345- Experimental Tech Credits: 5.00
For students in science and engineering. Topics include an introduction to electronic circuits and techniques, vacuum technology, optical techniques, and machine shop practices of special relevance to present-day experimental instrumentation. The final term deals almost exclusively with microcomputer interfacing and application. Prerequisite: PHYS 223. Student must have at least sophomore standing to register for this course.

PHYS 345L - Experimental Tech Lab Credits: .00
Student must have at least sophomore standing to register for this course.

PHYS 401- Research Credits: 1.00 TO 15.00
Individual research project selected with and supervised by a member of the Physics faculty. Student must have at least junior standing to register for this course.

PHYS 405- Reading & Conference Credits: 1.00 TO 15.00
Individual or small group study of a physics topic not included in the regular curriculum, under the supervision of a member of the Physics faculty. Student must have at least junior standing to register for this course.

PHYS 407- Seminar Credits: 1.00 TO 15.00
A formal course on a physics topic not included in the regular curriculum offered by a member of the Physics faculty. Student must have at least junior standing to register for this course.

PHYS 410- Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

PHYS 441- Theoretical Physics Credits: 5.00
An advanced integrated course in mechanics and electromagnetic fields: relativistic and nonrelativistic kinematics, dynamics and electrodynamics of particles and rigid bodies; Lagrange’s equations; Maxwell’s equations and electromagnetic waves. Prerequisite: CS 161 and MATH 321. Student must have at least junior standing to register for this course.

PHYS 442- Theoretical Physics Credits: 5.00
An advanced integrated course in mechanics and electromagnetic fields: relativistic and nonrelativistic kinematics, dynamics and electrodynamics of particles and rigid bodies; Lagrange’s equations; Maxwell’s equations and electromagnetic waves. Prerequisite: PHYS 441 or consent of instructor. Student must have at least junior standing to register for this course.

PHYS 443- Theoretical Physics Credits: 5.00
An advanced integrated course in mechanics and electromagnetic fields: relativistic and nonrelativistic kinematics, dynamics and electrodynamics of particles and rigid bodies; Lagrange’s equations; Maxwell’s equations and electromagnetic waves. Prerequisite: PHYS 442 or consent of instructor. Student must have at least junior standing to register for this course.

PHYS 490- Hist & Phil Phys Credits: 2.00
(Capstone) A seminar on the history and philosophy of physics, emphasizing the essential unity of the discipline and exploring questions of how physics relates to the other natural sciences. Intended to serve as a capstone experience for physics majors. Prerequisite: PHYS 223; PHYS 321 recommended but not required. Student must have at least junior standing to register for this course.

PHYS 491- Physics Capstone Seminar Credits: 1.00
A seminar on the history and philosophy of physics. The second term of this capstone experience involves individual research and a presentation. Student must have at least junior standing to register for this course.
POLITICAL SCIENCE MINOR
(This minor is also available online/onsite. See Philosophy, Politics and Economics)

PROGRAM OBJECTIVES
The goal for study in political science is to maximize students’ capacity to analyze and interpret the significance and dynamics of political events and governmental processes. The purpose is not simply to arouse curiosity, purvey factual information, or reveal the significance of political events and issues. Instead, study in political science is intended to equip students for managing the effects of politics on themselves and society, while equipping them with the tools to evaluate and shape future political action. Political Science should prepare politically interested and concerned students to deal with their political world after graduation, in ways appropriate to their individual inclinations as actively engaged citizens in our democratic society.

Courses in political science are an integral facet of a well-rounded liberal arts education and valuable to students from all academic disciplines. Students are encouraged to connect and apply their knowledge and skills to real-life political situations in off-campus settings during their time at Eastern. Political Science is an integral component of several programs at EOU, including (1) major in Philosophy, Politics, and Economics, (2) Public Administration along with pre-approved Liberal Studies programs and (3) Environmental Studies.

LEARNING OUTCOMES
Students who complete a minor in Political Science should be able to:

- Assess different theories, concepts, methods, and analytical approaches employed by the discipline of political science.

- Evaluate problems of normative inquiry as well as those of empirical analysis, and synthesize the two appropriately in the analysis of the political ideas, values, and assumptions underlying public policy conflicts.

- Compare the problems of diversity faced by different peoples in different nations (including the students’ own), with the interrelated nature of the world’s political, economic, and social problems.

- Judge contemporary political analysis via the ability to recognize arguments, test hypotheses, and support via oral and written communication.

- Apply contextual knowledge and skills to the public policy process and “real-life” political situations via the opportunity to observe and participate as an informed citizen in a variety of on and off-campus settings.

MEANS OF ASSESSMENT
Political Science students are evaluated in a variety of ways across the curriculum. Evaluation modes and strategies attempt to measure program learning outcomes. Objective exams measure student mastery of the concepts, critical thinking and logic skills underlying the study of political science. Writing in a variety of formats including policy memoranda, short essay examinations, critical reading summaries, and research papers of varying length hone the student’s abilities in communication, persuasion, and critical thinking. Role-playing exercises and group processes improve the student’s ability to work in collaborative situations. Students are encouraged to self-assess their own learning as well as develop an understanding of the evaluative strategies utilized by faculty members.

OTHER PROGRAMS
The degrees that are available with an emphasis in Political Science are B.A. or B.S. in Philosophy, Politics, and Economics or a B.A. or B.S. in Liberal Studies.

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE
The taxing, spending and regulatory decisions of government affect the activities of virtually every profession, from the fine arts to the hard sciences. Therefore, a minor in Political Science is a valuable complement to any major.

A minor will consist of the following:

A. A minimum of 30 credit hours in Political Science, 20 of which must be graded.

B. At least 15 upper division credit hours in Political Science.

C. A “C-” or better in all courses counted toward the minor.

D. A 2.00 or better GPA in all Political Science courses.

E. A minimum of 10 credits applied toward the minor must be completed at EOU.

POLITICAL SCIENCE COURSE DESCRIPTIONS
POLS 101- American Nat Gov*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An overview of the historical foundations of our democratic system of government, appraisal of key political institutions and actors, with the intent of promoting informed and active citizenship by students.

POLS 110- Selected Topics Credits: 1.00 TO 6.00
An in-depth presentation of a topic of interest. Topics will vary from year to year depending on the interests and availability of faculty.

POLS 150- Political Econ Sport*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An examination of (a) The role of gender and race in sports; (b) The politics underlying the pursuit of professional sports franchises; (c) The political economy of international sports (Olympics, World Cup); (d) Labor-management issues in professional sports; and (e) The role played by quasigovernmental institutions (NCAA, IOC, FIFA). (This course is cross listed with ECON 150.)

POLS 200- Comparative Politics*SSC Credits: 5.00
Gen Ed Core-Social Sciences
A comparative study of political culture, institutions, and processes in a selected group of countries.

POLS 210- POLS 210 Credits: 1.00 TO 6.00
An in-depth presentation of a topic of interest. Topics will vary from year to year depending on the interests and availability of faculty.

POLS 221- International Relations*SSC Credits: 5.00
Gen Ed Core-Social Sciences
An examination of the primary issues confronting the international system, including the environment, nationalism, transition to democracy and human rights, along with attempts to regulate political, economic, social and military conflict.

POLS 250 – Politics And Music*AEH Credits: 3.00
Gen Ed Core-Aesthetics & Humanities
An examination of the interaction between politics and music, with a particular focus on musical genres (folk, popular, classical) as a vehicle of political ideology.

POLS 300- Selected Topics Credits: 1.00 TO 6.00
An in-depth presentation of a topic of interest. Topics will vary from year to year depending on the interests and availability of faculty. Prerequisite: Upper division standing or consent of instructor. Student must have at least sophomore standing to register for this course.

POLS 310- State & Local Govt Credits: 5.00
This course evaluates the structural factors, actors, political economy and primary policy challenges confronting state and local government in the United States. Prerequisite: Any lower division Political Science course. Student must have at least sophomore standing to register for this course.

POLS 315 – Globalization And Beer Credits: 2.00
An examination of the brewing industry as a case study of the political and economic aspects of globalization, with a particular focus on Europe. An evaluation of the horizontal and vertical integration, along with political regulatory structures, of the global brewing industry. The offering of the course coincides with the Portland International Beer Festival, held every December in Portland, Oregon. Prerequisite: Student must have at least sophomore standing to register for this course.

POLS 316 – Politics And Beer Credits: 2.00
An examination of the political economy of the craft brewing industry in Oregon, with a particular focus on questions of taxation, bureaucratic regulation, government relations, and economic development. The offering of the course coincides with the Oregon Brewer’s Festival, held every July in Portland, Oregon. Prerequisite: Student must be at least 21 years of age to attend community event as part of the weekend course work (attendance mandatory).

POLS 317 – Beer And Tourism Credits: 2.00
An examination of the political economy underlying the relationship between the craft brewing and tourism industries. The offering of the course coincides with the Holiday Ale Festival held every December in Portland, Oregon.

POLS 318 - The American Dream Credits: 2.00
An examination of the historical basis, ethos, myths, and reality surrounding the American Dream, with focus on immigration, the pursuit of wealth, fame, fortune, and home ownership as a road to achieving The Dream.

POLS 320- The Presidency Credits: 5.00
An evaluation of the primary sources of presidential power, including electoral politics, the presidency, media relations, along with an appraisal of the role of symbolic and political leadership in democratic societies. Prerequisite: Any lower division Political Science course. Student must have at least sophomore standing to register for this course.

POLS 340- Politics and Media*SSC Credits: 5.00
An analysis of the political economy of the mass media, its role in the American electoral system, and the impact of new and emerging forces (Internet, e.g.) on democracy. Student must have at least sophomore standing to register for this course.

POLS 350- Public Policy*SSC Credits: 5.00
An evaluation of the American political system by following individual programs through their origins, design and formation, and implementation. Prerequisites: None. Recommended: Basic knowledge of American government. Cross listed with ECON 350. Student must have at least sophomore standing to register for this course.

POLS 351- Public Admin*SSC Credits: 5.00
An investigation of the role of public management in the political process; including the social and political environment of public administration and issues of organizational behavior, efficiency, responsiveness, and ethics. Prerequisites: None. Recommended: Basic understanding of American government. Student must have at least sophomore standing to register for this course.

POLS 358- Law & Politics Credits: 3.00
A study of the role of law, courts, and lawyers in American society with attention to the decision processes and political impact of the United States Supreme Court. Prerequisite: Any lower division Political Science course. Student must have at least sophomore standing to register for this course.

POLS 382- Constitutional Law Credits: 5.00
A survey of the principles of Constitutional Law, focusing on Federalism, Interstate Commerce and Separation of Powers Evaluation of case management tools (standing, judicial
review, political question) employed by the Supreme Court, along with an assessment of the judicial politics underlying constitutional development. Student must have at least sophomore standing to register for this course.

POLS 383- Civil Liberties Credits: 3.00
An appraisal of substantive due process and its impact on social issues (abortion, gender), along with an evaluation of the Supreme Court's treatment of freedom of expression and the impact of the 14th Amendment's Equal Protection Clause on our diverse 'melting pot' society. Student must have at least sophomore standing to register for this course.

POLS 402- Selected Topics Credits: 1.00 TO 5.00
This course is recommended for advanced students wishing to gain in depth knowledge of a particular subject. Student must have at least junior standing to register for this course.

POLS 407- Seminar Credits: 5.00
(Capstone) Student must have at least junior standing to register for this course.

POLS 409- Field Placement Credits: 1.00 TO 15.00
Designed to offer the student an opportunity to explore career areas and to extend the educational experience beyond the classroom. Student must have at least junior standing to register for this course.

POLS 410- Selected Topics Credits: 1.00 TO 5.00
Topics will vary, but may include theory, law, behavior and conflict regulation, and regional studies. Prerequisite: Upper division standing or consent of instructor. Student must have at least junior standing to register for this course.

POLS 440- Political Theory/Philosophy Credits: 5.00
Political theory, is a topic oriented examination of an issue, major thinker, or historical period in western political theory from Plato to Locke, a historical and conceptual investigation of the social contract, and an examination of contemporary theories of justice focusing on the work of John Rawls. (Cross-Listed: PHIL 440) Student must have at least junior standing to register for this course.

POLS 477- Gambling Policy Credits: 5.00
An appraisal of (1) theoretical explanations of the public process, and their applicability to the study of gambling; (2) the role of state lotteries within public finance; and (3) Emerging types of gambling activity (Indian gaming, Casino gambling, Internet). Student must have at least junior standing to register for this course.

POLS 480- Political Sci Ed Credits: 1.00 TO 3.00
Designed to provide an overview of the discipline of Political Science for those intending to teach it as a primary and secondary school subject. This course is a supplement for education majors who already have substantial course work in political science. Student must have at least junior standing to register for this course.

POLS 710- Selected Topics Credits: 1.00 TO 5.00
A graduate-level seminar course for teachers dealing with special topics in political science education. Student must have graduate standing to register for this course.

POLS 808- Pol Sci Ed Wkshp Credits: 1.00 TO 5.00
Student must have graduate standing to register for this course.
PRE-PROFESSIONAL AND TRANSFER PROGRAMS

Depending upon the academic area, the College of Arts & Sciences offers either one or two years of course work, paralleling requirements of universities from which degrees in those areas are offered.

Upon completion of pre-professional course-work at EOU, students may then transfer to institutions offering the full program for degree completion.

AGRICULTURE SCIENCES  www.eou.edu/osuag

FISHERIES AND WILDLIFE
EOU offers two years of transferable course work in the area of Fisheries and Wildlife with most students then transferring to Oregon State University or another university offering the full degree program. Students interested in pursuing the Fish and Game Management option, however, should transfer after one year at EOU. Typical course work includes one-year sequences of general biology with lab and general chemistry with lab, in addition to courses such as geology, mathematics, statistics, speech, writing, and physical education. Additional courses within chemistry and/or physics may be required, depending upon the school to which a student will be transferring. Students are strongly encouraged to obtain prerequisite information from the schools to which they will be applying and to work closely with their EOU pre-fisheries and wildlife adviser when selecting appropriate coursework to meet the prerequisite requirements.

FORESTRY
EOU offers the first year of course work in Forestry which can then be transferred to Oregon State University or another college offering the full degree program. In case of inadequate preparation, two years of course work may be necessary. Typical prerequisite coursework includes an introductory course in forestry, plant taxonomy, and one year sequences of general biology with lab and general chemistry with lab. Prerequisites also include coursework in mathematics, economics, speech, writing, and physical education. Students are strongly encouraged to obtain prerequisite information from the schools to which they will be applying and to work closely with their EOU pre-forestry adviser when selecting appropriate coursework to meet the prerequisite requirements.

LAW
Gaining entrance to law school normally requires completion of a bachelor’s degree. While the title of the degree completed typically is not important to law school admission, the development of certain skills and the attainment of a suitable and broad base of knowledge is very important to being accepted to law school. At EOU, pre-law students are closely advised in their selection of a degree program and, equally important, in their selection of courses that will give them a suitable background for making successful application to law school. Admittance to law school is generally competitive. Because the first-year program can vary significantly, based upon the student’s own personal goal, no typical program is given but it is worked out with the program adviser. First-year students should attempt, in scheduling, to work toward completing their general education requirements.

HEALTH SCIENCES
One of the most rapidly expanding career fields today is that of the health sciences. At Eastern Oregon University, students planning to enter a professional program in the health field take their foundation courses through the pre-professional sequences. The following is a description of the sequences and degree options.

MEDICAL TECHNOLOGY
The pre-medical technology curriculum at EOU prepares students for admission into accredited programs in hospitals and universities. Two possible options exist for students interested in medical technology. Students can complete three years of prerequisite coursework at Eastern and then transfer to a university or medical school program for an additional 12 months of training. These students normally receive a bachelor of science degree directly from the medical technology program into which they transfer. Students can also complete a bachelor of science degree at EOU and then transfer to either a university or a hospital-based program for Arts and Sciences pre-professional the final 12-15 months of training. Since hospital programs cannot grant degrees, students must have a bachelor of science degree prior to entering these programs.

Typical prerequisite coursework includes one-year sequences of general biology with lab, general chemistry with lab, organic chemistry with lab, in addition to courses in general microbiology, immunology, college level mathematics and English composition. A medical terminology course is highly recommended. Students are strongly encouraged to obtain prerequisite information from the schools to which they will be applying and to work closely with their EOU pre-medical technology adviser when selecting appropriate coursework to meet the prerequisite requirements.

PRE-DENTISTRY
The curriculum in pre-dentistry prepares you for entrance into
dental school. Although some dental schools do not require a baccalaureate degree (B.A./B.S.) for admission, it is highly recommended that students plan to complete a bachelor’s degree prior to matriculation. Typically, students choose to follow a degree program in biology, chemistry, biochemistry, or general studies, although other majors may be pursued. Typical prerequisite courses include completion of one-year sequences of general biology with lab, general chemistry with lab, organic chemistry with lab, physics with lab, anatomy and physiology with lab, in addition to biochemistry courses with labs, and English composition. Students are strongly encouraged to obtain prerequisite information from the schools to which they will be applying and to work closely with their EOU pre-dentistry adviser when selecting appropriate coursework to meet the prerequisite requirements. Admission to dental school is highly competitive, requiring high academic achievement.

PRE-DENTAL HYGIENE
EOU and Oregon Institute of Technology (OIT) in partnership with the ODS Companies (ODS) enable students to obtain an Associate of Applied Science degree in Dental Hygiene in La Grande. An opportunity to complete a B.S. in Dental Hygiene is available via OIT’s distance education department. Pre-dental hygiene prerequisite courses may be taken from EOU in either on-campus or distance education formats. Typically, the dental hygiene program requires completion of prerequisites that include completion of one-year sequences of human anatomy and physiology with lab and introductory chemistry with lab, in addition to courses such as microbiology with lab, nutrition, college mathematics, general psychology, public speaking, English composition, and an introduction to dental hygiene course. Students are strongly encouraged to work closely with their pre-dental hygiene adviser when choosing appropriate coursework. Admission to the ODS School of Dental Hygiene is highly competitive, requiring high academic achievement.

PRE-MEDICINE
The curriculum in pre-medicine is designed to prepare students for entrance into medical school after four years of undergraduate education. A bachelor’s degree (B.A./B.S.) is required prior to matriculation to medical school. No particular major is preferred, but a degree in biology, chemistry, or biochemistry is encouraged. The program is obviously flexible and can be adapted to an individual’s needs and interests. Students must excel in whatever field is chosen because admission is very competitive and high academic achievement is a must. Although they do not require students to follow any precise degree program, medical schools do have specific entrance requirements. Typical prerequisite coursework includes one-year sequences of general biology with lab, general chemistry with lab, organic chemistry with lab and physics with lab, in addition to courses in genetics, mathematics, humanities, social sciences and English composition. Students are strongly encouraged to obtain prerequisite information from schools to which they will be applying and to work closely with their EOU pre-medicine adviser when selecting appropriate coursework to meet the prerequisite requirements. Admission to medical school is highly competitive, requiring high academic achievement.

PRE-NURSING
Nursing programs within the state of Oregon require that students take a series of prerequisite courses in order to meet admission criteria. A variety of nursing programs exists for pre-nursing students to consider.

EOU students typically complete prerequisite coursework as required by Oregon Health & Science University (OHSU) in order to be eligible for admission into OHSU School of Nursing ~ La Grande campus or at another one of the OHSU School of Nursing campuses. EOU students apply to OHSU while in progress of completing their prerequisite coursework. Completion of the pre-nursing prerequisites does not guarantee admission to the OHSU nursing program. The pre-nursing program is a one-year curriculum consisting of anatomy and physiology with lab, in addition to courses such as nutrition, mathematics, English composition, social science, human development, humanities, and electives to ensure a total of 45 prerequisite credits are completed prior to matriculation into the OHSU program. For information about the baccalaureate degree program in Nursing on the EOU campus, see Oregon Health & Science University Nursing, in this catalog.

Students wishing to apply to other Oregon nursing programs are strongly encouraged to obtain prerequisite information from the schools to which they will be applying. Students should be aware that prerequisite requirements for other nursing programs may differ from those of OHSU and require a longer length of time to complete. In addition, students should be aware of the different application periods.

Students are strongly encouraged to work closely with the pre-nursing adviser when choosing appropriate coursework. Admission to a nursing school is competitive, requiring high academic achievement.

PRE-OPTOMETRY
A full curriculum of pre-professional courses is offered at Eastern for those seeking admission to a school of optometry and a Doctor of Optometry degree. The Pacific University College of Optometry, located at Forest Grove, is normally the school of choice for Oregon residents. Usually the student will receive a BA or BS in Biology at EOU before being accepted at a professional school. Typical prerequisite coursework includes one-year sequences of general chemistry with lab, anatomy and physiology with lab, and general physics with lab, in addition to courses such as microbiology with lab, calculus, statistics, general psychology, and English composition. Some optometry schools require observation experience under the supervision of an optometrist. Students are strongly encouraged to work closely with their pre-optometry adviser when selecting appropriate coursework. Admission is highly competitive. The majority of students being admitted have above average scholastic standing, have earned high pre-admission examination scores, have demonstrated a good general knowledge of the profession, have been active in extra-curricular campus and community activities that develop leadership qualities and have a carefully prepared application form.
PRE-PHARMACY
EOU offers a three year pre-pharmacy curriculum which prepares you for applying for admission to pharmacy schools. Although some pharmacy schools do not require a baccalaureate (B.A./B.S.) degree for admission, it is highly recommended that students plan to complete a bachelor’s degree prior to matriculation. Most dental schools require an additional three years in the professional program to earn the Doctor of Pharmacy degree. Prerequisite coursework typically includes one-year sequences of general biology with lab, anatomy and physiology with lab, general chemistry with lab, organic chemistry with lab, and general physics with lab, in addition to courses in cell structure and function, microbiology with lab, calculus, statistics, speech, general economics, general psychology, and English composition. Students are strongly encouraged to work closely with their pre-pharmacy adviser when selecting appropriate coursework. Admission to pharmacy schools is highly competitive.

PRE-PHYSICAL THERAPY
EOU offers all of the courses necessary for acceptance to most professional schools of physical therapy. During the student’s freshman and sophomore year, the student is encouraged to contact the professional schools which he or she desires to attend. The student and the pre-professional physical therapy adviser will then plan the junior and senior years to fulfill all of the specific professional school prerequisite requirements. Usually the student will receive a BA or BS in Biology at EOU before being accepted at a professional school. Prerequisite coursework typically includes one-year sequences of general biology with lab, general chemistry with lab, anatomy and physiology with lab, in addition to statistics, general psychology, English composition, humanities and social science courses. Students are strongly encouraged to work closely with their pre-physical therapy adviser when selecting appropriate coursework. Admission to physical therapy schools is highly competitive based on scholastic standing.

PRE-PHYSICIANS ASSISTANT
The pre-physician assistant curriculum at Eastern Oregon University is designed to meet the requirements for admission to a school of Physician Assistant Studies, as well as to place you in a position to complete a Baccalaureate degree within four years. Students must obtain a B.A./B.S. degree prior to being accepted into most professional schools. Typical prerequisite coursework includes one-year sequences of general biology with lab, general chemistry with lab, anatomy and physiology with lab, in addition to courses which include microbiology with lab, upper division natural science coursework, general psychology, statistics, and English composition. Most professional schools require a minimum of six months to one-year in a responsible health care position (paid or volunteer). Students are strongly encouraged to obtain prerequisite requirements for the school to which they will be applying and to work closely with their pre-physician assistant adviser when selecting appropriate coursework. Admission to physician assistant programs is highly competitive, requiring high academic achievement.

PRE-VETERINARY MEDICINE
The pre-veterinary medicine curriculum at Eastern Oregon University is designed to meet the requirements for admission to schools of veterinary medicine as well as to place you in a position to complete a Baccalaureate degree within four years. Oregon residents normally apply to the School of Veterinary Medicine at Oregon State University after three or four years of study at Eastern. Students must complete a minimum of 120 quarter hours of coursework which includes one-year sequences in general chemistry with lab, general biology with lab, organic chemistry with lab, general physics with lab, in addition to courses which include biochemistry, genetics, mathematics, animal nutrition, and additional courses in biological sciences. Students are strongly encouraged to work closely with their pre-veterinary adviser when choosing appropriate coursework. Admission to the veterinary school is very competitive.

PROGRAM OBJECTIVES
The degree program in psychology provides specialized study in psychology within the context of the broader goals of a liberal arts education. The psychology program promotes an understanding of behavior, provides an understanding of the foundations of psychology as a scientific discipline, integrates the influence of psychology on contemporary thought, and promotes skills in scientific research. An undergraduate degree in psychology prepares students for entry into graduate and professional schools and prepares students for entry-level positions in the helping professions.

LEARNING OUTCOMES
Students receiving a B.S. or B.A. in Psychology will have the following:

1. Content Knowledge: The ability to demonstrate knowledge of content within the discipline.

2. Communication: The ability to read and discuss primary research in psychology.

3. Inquiry: The ability to design and carry out a research project.
4. Critical Thinking: The ability to describe evidence, draw conclusions, and write in a scientific style.

MEANS OF ASSESSMENT
Students in Psychology are offered a variety of ways to demonstrate their proficiencies. Faculty use assessments such as written exams, written papers, reports based on primary research articles, oral presentations, poster presentations, small group collaborations, completion of computerized statistical projects, participation in laboratory research, written laboratory reports, supervised field experience, and capstone research projects, all geared toward quantitative and qualitative assessment of specified learning outcomes by means of stated criteria.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR THE BACHELOR OF SCIENCE IN PSYCHOLOGY
1. In order to graduate with a degree in psychology, the student must have a minimum grade of “C-” in all psychology courses counted toward the major and must have a minimum overall Eastern GPA of 2.00.

2. The student must complete Eastern graduation requirements.

3. Required Courses:
   PSY 201 General Psychology (4)
   PSY 202 General Psychology (4)
   PSY 222* Writing in Psychology (3)
   PSY 223 Intro to Lab Methods in Psychology (3)
   PSY/STAT 327 Statistics and Experimental Design (5)

Minimum of 25 hours from the following list of 300 level courses:
   PSY 310 Selected Topics (1-6)
   PSY 311 Child Development (5)
   PSY 321 Stress & Disease (3)
   PSY 330* Emotion (5)
   PSY 335 *Cognitive Psychology (5)
   PSY 342 Brain & Behavior (5)
   PSY 343 Learning (5)
   PSY 344 Sensation & Perception (5)
   PSY 345 Motivation (5)
   PSY 350 Abnormal Psychology (5)
   PSY 357 Evolution and Behavior (5)
   PSY 360 Principles of Social Psychology (5)
   PSY 370* Personality (5)

Minimum of 15 hours from the following list of 400 level courses:
   PSY 407 Seminar (up to 5)
   PSY 410 Selected Topics (up to 10)
   PSY 424 Psychological Assessment (6)
   PSY 433 Psychopharmacology (5)
   PSY 442 Neuropsychology (5)
   PSY 451 Clinical Interventions (5)
   PSY 453 Principles of Behavior Analysis (5)
   PSY 473 Family Systems Theory and Therapy (5)

CAPSTONE COURSE OPTIONS:
   PSY 403* Honors Thesis (5) On campus only
   PSY 461* Research in Experimental Psychology (5)
   On campus only. (This course has a prerequisite of PSY 460 Experimental Psychology (5)).
   PSY 441 Projects in Experimental Psychology (5) (This course has a prerequisite of PSY 440 Methods & Labs in Experimental Psychology (5)).

*Meets UWR.

(This major is also available via on-line/on-site. Majors enrolled in the online degree program in Psychology must complete an admit-to-program form after completion of the 200-level Psychology requirements, PSY/STAT 327, and one other 300-level Psychology core course.)

TYPICAL FIRST YEAR CURRICULUM
Fall
   PSY 201 General Psychology (4)
   General Education or Elective Courses (1-4)
   Math and Writing Courses (7)

Winter
   PSY 202 General Psychology (4)
   General Education or Elective Courses (8-11)

Spring
   PSY 222 Writing in Psychology (3)
   PSY 223 Intro to Lab Methods in Psychology (3)
   General Education or Elective Courses (7-10)

TYPICAL SECOND YEAR CURRICULUM
Fall
   PSY 350 Abnormal Psychology (5) or
   PSY 370 Personality (5)
   General Education and Elective Courses (7-10)

Winter
   PSY 311 Child Development (5)
   General Education and Elective Courses (7-10)

Spring
   PSY 335 Cognitive Psychology (5)
   PSY 327 Statistics and Experimental Design (5)
   General Education or Elective Courses (2-5)

TYPICAL THIRD YEAR CURRICULUM
Fall
   PSY 342 Brain & Behavior (5)
   General Education or Elective Courses (7-10)

Winter
   PSY 343 Learning (5)
   PSY 401 Research (1-6)
   General Education or Elective Courses (5-7)

Spring
   PSY 330 Emotion (5) or
   PSY 357 Evolution and Behavior (5)
   PSY 453 Principles of Behavior Analysis (5)
   General Education or Elective Courses (2-5)
TYPICAL FOURTH YEAR CURRICULUM

Fall
PSY 460 Experimental Psychology (5)
PSY 424 Psychological Assessment (6)
General Education or Elective Courses (4-6)

Winter
PSY 409 Practicum (1-15) or
PSY 401 Research (1-6)
PSY 451 Clinical Interventions (5)
PSY 461 Research in Experimental Psychology (5)
General Education or Elective Courses (5-7)

Spring
PSY 433 Psychopharmacology (5)
General Education or Elective Courses (7-10)

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY
(This minor is also available via online/onsite)

1. A minimum of 33 graded credits are required for the minor.

2. Required courses:
   PSY 201, 202 General Psychology (4), (4)

3. Complete 25 credit hours from the following list:
   PSY 310 Selected Topics (1-5)
   PSY 311 Child Development (5)
   PSY 321 Stress & Disease (3)
   PSY 330 Emotion (5)
   PSY 335 Cognitive Psychology (5)
   PSY 342 Brain & Behavior (5)
   PSY 343 Learning (5)
   PSY 344 Sensation and Perception (5)
   PSY 345 Motivation (5)
   PSY 350 Abnormal Psychology (5)
   PSY 357 Evolution and Behavior (5)
   PSY 360 Principles of Social Psychology (5)
   PSY 370 Personality (5)

4. Students must earn a grade of “C-“ or better in all Psychology courses counting toward the minor.

5. A minimum of 10 credits counting toward the minor in Psychology must be completed at Eastern Oregon University.

PSYCHOLOGY COURSE DESCRIPTIONS

PSY 110 - Selected Topics Credits: 1.00 TO 6.00
Gen Ed Core-Social Sciences
An examination of fundamental processes of human and animal behavior with emphases on methodology, biological bases of behavior, learning, motivation, perception, and cognitive processes.

PSY 201 - Gen Psychology*SSC Credits: 4.00
Gen Ed Core-Social Sciences
An introduction to neurosciences: the study of the brain and behavior. Topics include reproduction and gestation, cultural variations in behavior, sexually transmitted diseases, sexual stereotypes, and current sexual attitudes.

PSY 310 Selected Topics Credits: 1.00 TO 6.00
Prerequisite: May be required for some courses. Student must have at least sophomore standing to register for this course.

PSY 311 Child Development*SSC Credits: 3.00
Gen Ed Core-Social Sciences
Principles of human development from birth through adolescence. Biological, cognitive, and social development will be examined. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

PSY 321 Stress & Disease*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
This course examines both the historical and current research of psychoneuroimmunology. Emphases will include
the relationship between psychological stress and physical diseases, the physiological and psychological assessment of stress, the effects of stress hormones on immune function, and conditioned immune responses in animals. This course will attempt to fairly present our current understanding of the relationships between psychological stress and cancer, AIDS, and infectious diseases. We will examine experimental design limitations that have made interpretations of research often controversial. Student must have at least sophomore standing to register for this course.

**PSY 327 - Stat & Exper Design**<sup>SMI</sup> Credits: 5.00  
*Gen Ed Core-Natural, Math & Info Sciences*  
Principles of experimental design and associated data analysis techniques such as regression, hypothesis testing, analysis of variance, and non-parametric statistics; experience with statistical packages for computers; introduction to exploratory data analysis. Prerequisite: Student has met math requirement for graduation. This course requires students to apply basic principles of mathematics including algebra. Intermediate Algebra or equivalent recommended. Students who have concerns about their level of mathematics preparation should discuss this with their adviser or their instructor. Student must have at least sophomore standing to register for this course.

**PSY 330 - Emotion**<sup>SSC</sup> Credits: 5.00  
*Gen Ed Core-Social Sciences*  
Exploration of classic and current psychological research about such issues as how emotions function in communication, develop during infancy and childhood, are accompanied by physiological reactions, and relate to thought, mood, and memory. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

**PSY 335 - Cognitive Psychology**<sup>SMI</sup> Credits: 5.00  
*Gen Ed Core-Natural, Math & Info Sciences*  
An introduction to the study of human cognition including topics such as memory, knowledge representation, problem solving, language, imagery, and attention. Includes lecture and laboratory sessions. Prerequisite: PSY 201 and 202 or consent of instructor. Co-requisite: Enrollment in PSY 335L. Student must have at least sophomore standing to register for this course.

**PSY 335L - Cognitive Psychology Lab Credits: .00**  
Student must have at least sophomore standing to register for this course.

**PSY 342 - Brain & Behavior Credits: 5.00**  
Fundamentals of neurophysiology, neuropharmacology and functional neuroanatomy. Topics such as brain mechanisms of reward, learning, memory, motivation, and reproductive behaviors. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

**PSY 343 - Learning Credits: 5.00**  
A thorough survey of modern learning and conditioning principles. 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. Prerequisite: PSY 201 and 202 or consent of instructor. Corequisite: Enrollment in PSY 343L. Student must have at least sophomore standing to register for this course.

**PSY 343L - Learning Lab Credits: .00**  
Student must have at least sophomore standing to register for this course.

**PSY 344 - Sensation & Perception Credits: 5.00**  
Survey of fundamental approaches to the study of visual and auditory functions with some consideration of touch, taste, and smell. Includes lecture and laboratory sessions. Prerequisite: PSY 201 and 202 or consent of instructor. Corequisite: Enrollment in PSY 344L. Student must have at least sophomore standing to register for this course.

**PSY 344L - Sens/Percep Lab Credits: .00**  
Student must have at least sophomore standing to register for this course.

**PSY 345 - Motivation Credits: 5.00**  
Students will be exposed to a variety of competing paradigms (e.g., biological, psychoanalytical, learning, cognitive, and cultural) on topics related to motivation (e.g., biological motives [hunger, thirst, sex], energy and arousal, rewards, decision-making, cognitive processes) and required to think critically about each. Students will be able to discuss the strengths and weaknesses of each approach to motivation, as well as the difficulties with defining and measuring motivation. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

**PSY 350 - Abnormal Psychology Credits: 5.00**  
Study of behavior pathology and mental health through considerations of etiology, symptomatology, diagnosis, treatment procedures, and prognosis. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

**PSY 357 - Evolution & Behavior**<sup>SMI</sup> Credits: 5.00  
*Gen Ed Core-Natural, Math & Info Sciences*  
Introduction to the evolutionary mechanisms that influence behavior, learning, choice, intelligence, and instinct in humans and animals. Identification of the relationships between a species' environment and the species' abilities. Critical examination of explanations of complex behaviors based on proximate and ultimate causation. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

**PSY 360 - Principles of Social Psych Credits: 5.00**  
This course provides an introduction to and survey of social psychology, which is the study of individual behavior and thought in social situations. The course will cover such topics as attributions, social thinking, the self, attitudes, prejudice, helping behavior, group decision making, and applications of social psychology. Prerequisite: PSY 201 and 202 or consent of instructor. Student must have at least sophomore standing to register for this course.
PSY 370 - Personality Credits: 5.00
An introduction to the major theoretical perspectives and fundamental principles of personality. Emphasis is placed on developing an understanding of the relationship between these principles and how they apply to individuals in contemporary society. Prerequisite: PSY 201 and PSY 202 or consent of instructor. Student must have at least sophomore standing to register for this course.

PSY 401 - Research Credits: 1.00 TO 6.00
Students conduct research or a literature review on a topic of interest. Prerequisite: Completion of all 300-level requirements or consent of instructor. Student must have at least junior standing to register for this course.

PSY 403 - Honors Thesis Credits: 5.00
(Capstone) Students will design and conduct a substantial individual research project, write a publication-style manuscript based on their work, give an oral defense of the thesis, and complete a professional presentation of their work. Prerequisites: Completion of all 300-level requirements, GPA of at least 3.33 in psychology courses at beginning of the senior year, and consent of a psychology faculty member. Student must have at least junior standing to register for this course.

PSY 405 - Reading and Conference Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

PSY 407 - Seminar (Arranged) Credits: 1.00 TO 6.00
Opportunity for small groups of students to pursue topics of interest or to extend specific topics arising out of course material. The seminars vary from year to year depending upon interests and needs of students and upon availability of faculty. Student must have at least junior standing to register for this course.

PSY 409 - Practicum Credits: 1.00 TO 15.00
Supervised experience in selected agencies for advanced-level psychology majors where classroom theory can be practiced and evaluated. Normally taken following the completion of psychology course work. Prerequisite: Completion of all 300-level requirements. Student must have at least junior standing to register for this course.

PSY 410 - Selected Topics Credits: 1.00 TO 6.00
In-depth presentation of a topic of interest to both students and faculty. Topics will vary from year to year depending on interests and availability of faculty. Prerequisite: May be required for some courses. Student must have at least junior standing to register for this course.

PSY 424 - Psychological Assessment Credits: 6.00
An introduction to theory and principles underlying the psychological assessment of personality and intelligence. Students will have an opportunity to administer, score, and write reports on several kinds of psychological tests. Prerequisite: PSY 327 or equivalent. Student must have at least junior standing to register for this course.

PSY 433 - Psychopharmacology Credits: 5.00
Advanced study of neuropharmacology and biological mechanisms of drug action. Topics include the mechanisms of action for drugs such as: amphetamine and cocaine, antidepressants, alcohol, psychotropic drugs, and antipsychotics. Prerequisite: PSY 342. Student must have at least junior standing to register for this course.

PSY 440 - Methods/Labs Experimental Psy Credits: 5.00
This course reviews experimental methods in psychology. Students will participate in experiments using a set of computerized studies. The course will cover background literature searches, experimental methods, ethical treatment of participants, data analysis, discussion and interpretation of findings, and writing laboratory reports. The course will culminate with a proposal for an experiment. Prerequisite: PSY 222, PSY 223, completion of all 300-level requirements, and PSY/STAT 327. Student must have at least junior standing to register for this course.

PSY 441 - Project In Experimental Psy Credits: 5.00
Students will implement the individually created research proposal designed in Psy 440. Students will revise the research proposal if necessary, collect and analyze data, write an APA-style research paper based on their findings, and create a software poster presentation of their research for review and comment by course participants and EOU psychology faculty. Prerequisites: PSY 222, PSY 223, PSY/STAT 327, PSY 440 and completion of all 300-level requirements. Student must have at least junior standing to register for this course.

PSY 442 - Neuropsychology Credits: 5.00
This course is designed to introduce the student to the field of clinical neuropsychology. The course will review the anatomy and basic function of the brain, particularly that of the cerebral cortex. Major neuropsychological dysfunctions related to brain damage, as well as what neurological disorders can reveal about normal brain functioning, will be presented. Students will also gain an understanding of the typical assessment tools and procedures for diagnosing neuropsychological disorders. Prerequisite: PSY 335 or PSY 342 or consent of instructor.

PSY 451 - Clinical Interventions Credits: 5.00
An overview of intervention techniques used in clinical psychology including crisis intervention, individual and group therapy, desensitization training, and relationship development, and ethics. Prerequisite: PSY 350. Student must have at least junior standing to register for this course.

PSY 453 - Principles Behavior Analysis Credits: 5.00
Study of behavioral principles and their application to human behavior change in a variety of settings. Prerequisite: PSY 343. Student must have at least junior standing to register for this course.

PSY 460 - Experimental Psychology Credits: 5.00
Advanced study of experimental design, ethical issues in research, and data analysis. Students will review the literature and develop a proposal for a research project on a topic of interest. The research project will be completed in PSY 461. Prerequisite: PSY 222, PSY 223, PSY/STAT 327,
and completion of the Psychology 300 level core (25 credits). Student must have at least junior standing to register for this course.

**PSY 461 - Rsrch Experimental Psych**
Credits: 5.00
In this capstone course, students will revise an individualized research proposal developed in PSY 460, collect and analyze data, and prepare a professional style research poster. Prerequisite: PSY 222, PSY 223, PSY/STAT 327, completion of the Psychology 300 level core (25 credits) and PSY 460. Student must have at least junior standing to register for this course.

**PSY 473 Family Systems Theory and Therapy**
This course will examine the major tenets of systems theory, specifically focusing on the role that family systems play in the development of the individual. An overview of the current theories and methods of family intervention will be explored. Some research methodology and assessment techniques employed by the theorist/theories will be studied as well. Focus will be on both learning the systematic family theories as well as practically applying their methodology to personal and vignette situations. Prerequisite: PSY 311 or PSY 350. Student must have at least junior standing to register for this course.

**PSY 510 - Selected Topics**
Credits: 1.00 TO 6.00
Topics of current interest to students and faculty, such as advanced data analysis, learning, research, and applications. Prerequisite: May be required for some courses. Student must have graduate standing to register for this course.

---

**Eastern Oregon University**

**Public Administration**

**OBJECTIVES**
The major in Public Administration will build on the traditional strengths of the liberal arts, while at the same time providing the necessary management skills required for the unique responsibilities of the public sector. The program will introduce students to the political, economic and legal environments of a variety of public sector and nonprofit organizations. It stresses the analytical and problem-solving skills required of public administrators and the need to creatively apply appropriate data evaluation methods and techniques. It will also prepare students for careers in public and non-profit agencies, as well as graduate study in public and private administration.

**LEARNING OUTCOMES**
1. **Content Knowledge:** Produce effective and integrated application of the economic, legal, and political institutions, systems, and processes in the public sector.
2. **Critical Thinking:** Evaluate the use of analytical and quantitative abilities and skills for defining and solving administrative systems and problems.
3. **Communication:** Apply effective oral and written communication skills through interdisciplinary policy analysis.
4. **Civic Engagement:** Demonstrate a commitment to civic responsibility through participation as an informed citizen in a variety of on and off campus settings.

**MEANS OF ASSESSMENT**
Public Administration majors are evaluated in a variety of ways. They complete with a grade of C- or better required and elective courses that reinforce their knowledge of the economic, legal, and political processes, institutions, and environments in the public sector and nonprofit organizations. Traditional assessment tools such as written and oral testing, oral presentations and written research papers, assessment using the analytic and problem-solving skills required of public administrators, and the application of appropriate data evaluation methods and techniques will provide opportunities for students to demonstrate their learning. Whenever applicable, proficiency guidelines identified in Program Learning Outcomes and General Education Outcomes will be presented and explained to students, and other scoring guides and rubrics will inform students of assessors’ expectations.

Students earning the Public Administration degree will complete their studies with a capstone project. In preparation for this individually designed applied research project, students will enroll in POLS 450 Applied Policy Analysis (the PA Capstone Course), where they will conduct a detailed, critical analysis of a public sector policy issue. The conclusion of the Capstone project includes presentation and discussion of the project to relevant faculty, and if appropriate, at the student research symposium at EOU, “Sharing the Learning.”

**REQUIREMENTS FOR THE BA OR THE BS IN PUBLIC ADMINISTRATION**
(This major is also available online)
1. Complete EOU graduation requirements.
2. Complete STAT 243 (4) and STAT 244 (1) or equivalent. (This will satisfy the University Math Requirement)
3. A grade of C- or better is required for all of the courses used to satisfy the program requirements and a cumulative 2.00 GPA or better is required overall.
4. Complete the following required lower and upper division coursework.
LOWER DIVISION
BA 211 Accounting (4)  
ECON 202 Macroeconomics (5)  
POLS 101 American National Govt. (5)  
PHIL 102 Ethics, Politics & Law (5)  
SPCH 112 Public Speaking (3) OR SPCH 111 Interpersonal Speaking (3)  
ANTH 230 Public and Non-Profit Organizational Dynamics (3)  

UPPER DIVISION
POLS 314 State & Local Government (5)  
POLS 351 Public Administration (5)  
ECON 435 Public Finance (5)  
PHIL 490 Ethics & Public Affairs (5)  
BA 354 Administrative Law (3)—new course  
POLS 450 Applied Policy Analysis (5)  
SOC 327 Intro to Social Research (5)  
WR 320 Technical Writing (3)  
POLS 409 Practicum (3)—optional

Choose 3 of the following courses:
BA 321 Prin. of Management (5)  
BA 451 Human Resource Management (5)  
BA 461 Organizational Behavior (5)  
BA 420 Non-Profit Accounting (3)—requires BA 213 (4) as a prerequisite

TYPICAL FIRST YEAR CURRICULUM
Students will have various options for selecting when to take program requirements since courses will be offered different terms and with different modalities (on-campus, online, and onsite). The following simply specifies what year courses should typically be taken. Students should check with their adviser for scheduling.

POLS 101 American National Government (5)  
PHIL 102 Ethics, Politics & Law (5)  
SPCH 112 Public Speaking (3) OR SPCH 111 Interpersonal Speaking (3)  
General Education or Electives Courses (32-41)

TYPICAL SECOND YEAR CURRICULUM
BA 211 Accounting (4)  
ECON 202 Principles of Macroeconomics (5)  
STAT 243 Elementary Statistics (4)  
STAT 244 Regression Analysis (1)  
General Education or Electives Courses (31-40)

TYPICAL THIRD YEAR CURRICULUM
POLS 314 State and Local Government (5)  
POLS 351 Public Administration (5)  
ECON 345 Economics of Development (5)  
BA 321 Principles of Management (5)  
BA 354 Administrative Law (3)  
SOC 327 Intro to Social Research (5)  
WR 320 Professional Writing (3)  
General Education or Electives Courses (14-23)

TYPICAL FOURTH YEAR CURRICULUM
ECON 435 Public Finance (5)  
PHIL 490 Ethics & Public Affairs (5)  
BA 451 Human Resource Management (5) OR  
BA 461 Organizational Behavior (5) OR  
BA 420 Non-Profit Accounting (4)  
POLS 450 Applied Policy Analysis (5)  
POLS 409 Practicum (3)—optional  
General Education or Electives Courses (22-31)

Course descriptions are located under the individual disciplines.

REQUIREMENTS FOR THE MINOR IN PUBLIC ADMINISTRATION
(This minor is also available online)
1. A minimum of 35 graded credits as follows:
   ECON 202 Macroeconomics (5)  
   ECON 435 Public Finance (5)  
   PHIL 490 Ethics and Public Affairs (5)  
   POLS 101 American National Govt. (5)  
   POLS 314 State & Local Govt. (5)  
   POLS 350 Public Policy (5)  
   POLS 351 Public Administration (5)  
2. A minimum grade of C- required for each course and a cumulative GPA of 2.00 or better is required overall.
3. A minimum of 10 credits counting towards the minor must be completed at Eastern Oregon University.

Course descriptions are located under the individual disciplines.
REDDY STUDIES MINOR
(This minor is also available online/onsite.)

PROGRAM OBJECTIVES
The academic study of religion is a traditional element in a liberal arts education. The Religious Studies minor at EOU has two principle aims: 1) to introduce students to some of the major religious traditions of the world and 2) to acquaint students with the main philosophical, psychological and historical methodologies employed in the study of religion.

The religious traditions of the world address fundamental and enduring human problems, questions and hopes - and offer a variety of answers. The academic study of religions brings students face-to-face with these questions in an objective and reasoned way, and looks at how religions have answered some of the critical questions facing human beings. For example: Who and what am I - and am I other than what I appear to be? What are the limits of human understanding - can humans understand ultimate things? What is a meaningful and fulfilling life? What are good and evil - and how do these concepts originate? What - if any - are my responsibilities to family, community, state and world? And perhaps most important for the 21st century global community, how do we deal with the claims of each religion to have “the truth” - when the “truths” appear to be different from each other?

These are some of the questions we ask in the Religious Studies program as we explore some of the main religious traditions of humanity and investigate how religions have provided a framework for people to structure and make sense of their lives and experiences.

LEARNING OUTCOMES
- Students will gain familiarity with the range of religious belief in contemporary and historical societies.
- Students will gain familiarity with the important scholarly contributions to our understanding of religion which have been forthcoming from a wide array of academic disciplines.
- Students will gain familiarity with specific religious traditions.

MEANS OF ASSESSMENT
Religious Studies minors are evaluated in a variety of ways. They complete with a grade of C- or better a curriculum of at least thirty credits that cover the major areas of contemporary religious studies. They are required to do substantial formal writing. Written work is evaluated in terms of recognized standards of formal academic writing and creative process which demonstrates clarity, mastery of substantive content, and academic insight and analysis.

REQUIREMENTS FOR THE MINOR IN RELIGIOUS STUDIES
1. A minimum of 30 graded credits are required, of which at least 15 must be upper-division credits.
2. A grade of “C-” or better for all courses applied toward the minor. Maintain a C (2.00) or better cumulative GPA in courses required for the minor.
3. A minimum of ten credits applied toward the minor must be completed at EOU.
4. Completion of the following curriculum:
Core: Core courses are offered every year

Introductory—Choose one of the following:
PHIL 101 Self, World & God (5 credits)
REL 101 Introduction to Religion (5 credits)
REL 102 Introduction to World Religions (5 credits)

Abrahamic—Choose one of the following:
REL 227 Judaism (5 credits)
REL 228 Christianity (5 credits)
REL 322 Islam (5 credits)

Eastern—Choose one of the following:
REL 321 Buddhism (5 credits)
REL 326 Hinduism (5 credits)

Core Required Course:
PHIL 320 Philosophy of Religion (5 credits)

Electives – Students may select 10 upper-division credits from any course in the above Core not previously selected or from the even/odd year electives listed below:
REL 324 Philosophy of Sacred Art (5 credits)
REL 330 Divine Feminine: Image and Myth (5 credits)
REL 425 Religions of South Asia (5 credits)
HST 325 History of Christianity (5 credits)
HST 421 Medieval Europe (5 credits)
SOC 442 Religion and Violence (5 credits)
any other Religious Studies course

Total Credit Hours: 30

RELIGIOUS STUDIES COURSE DESCRIPTIONS
REL 101 Introduction to Religion *AEH Credits: 5.00
Gen Ed Core-Aesthetics & Humanities

Introduction to Religion is a course in the academic study and understanding of religion as an aspect of human experience and culture. We will approach the study of religion using the insights and methods of history, anthropology, sociology, psychology, philosophy, comparative religions, and academic theology. The course will examine both the practical and the conceptual aspects of religion, and will raise and consider...
important issues, among them: the origins and development of religion, similarities and differences between Eastern and Western types of religion, varieties of religious experience and expression, and religion and belief in life after death. The course will also examine some of the radical critiques of religion.

REL 102 - Introduction to World Religions*AEH Credits: 5.00  
Gen Ed Core-Aesthetics & Humanities  
This course is designed to introduce the student to the various religions and religious practices around the world. The course will significantly emphasize the social context and aesthetic dimension of religious phenomena. The course will emphasize historical development and current practices of major religious beliefs.

REL 210 - Selected Topics Credits: 1.00 TO 6.00  
An in-depth study of a topic of interest to both students and faculty.

REL 227 – Judaism Credits: 5.00  
This course will provide an overview of the historical development and varieties of myths, beliefs, and practices of Judaism.

REL 228 – Christianity Credits: 5.00  
This course will provide an introduction to Christian origins, beliefs, and evolution. Survey of the largest world religion: from Mediterranean to East Asian Christianity, to the Christian Right. Analysis of Christian debates about God, Christ, and human beings. There will also be a study of differences among Catholics, Protestants, and Orthodox.

REL 310 - Selected Topics Credits: 1.00 TO 6.00  
An in-depth study of a topic of interest to both students and faculty.

REL 321-Buddhism Credits: 5.00  
An examination of the basic doctrines of Buddhism as they have developed over a 2500 year period in India, Tibet, Mongolia, China and Japan.

REL 322-Islam: 5.00  
This course will provide a general overview of the history, arts and basic tenets of Islam as well as a focused view of the early history of Islam in the Middle East, the medieval history of Islam in South Asia and contemporary movements in Islam as they impact the USA.

REL 323-Yoga Philosophy: 2.00  
Yoga is a Sanskrit term meaning "to join," in this case, joining the person to God. One of the six classical schools of Indian Philosophy, Yoga is known for its sophisticated articulation of philosophy and its methods of meditation to test that philosophy. This course will examine the origins of Yoga in Neolithic India, its literary history and modern expression.

REL 324- Philosophy of Sacred Art: 5.00  
The Perennial Philosophy asserts that God is the hidden ground or essence of all persons and things. Modern exponents of the Perennial Philosophy have proposed a set of principles which distinguish sacred from secular art. This course will review, critique and test those principles.

REL 326 – Hinduism Credits: 5.00  
A survey of Hinduism, examining its complex system of doctrines, myths, rituals, and spiritual practices, and its historical development.

REL 330- Divine Feminine: Image and Myth: 5.00  
The ancient goddess revealed herself by emerging from the earth in archaeological digs around the world over the last two centuries. We will look at her art forms and myths through the eyes of brilliant poets, scholars, artists and psychologists who reflect the divine feminine back to us. Students will use journaling, art making and personal research to explore the contemporary reemergence of the goddess.

REL 410 - Selected Topics Credits: 1.00 TO 6.00  
An in-depth study of a topic of interest to both students and faculty.

REL 425 – Religions of South Asia: 5.00  
A historical and comparative exposition of the major religious trends and schools of thought that developed in the “Indian subcontinent” and spread from there to Central and Southeast Asia. Prerequisites: REL 321 or consent of instructor.

OBJECTIVES
General Science course offerings provide opportunities for students to explore a variety of interdisciplinary topics in the sciences.

GENERAL SCIENCE COURSE DESCRIPTIONS
SCI 101 - Scientific Methods*SMI Credits: 4.00  
Gen Ed Core-Natural, Math & Info Sciences  
The course is designed to provide students with a broad background in the physical sciences with emphasis on the scientific method. The curriculum stresses both theoretical principles and applications of concepts using experimentation as a vehicle for modeling scientific process. This course is especially suited for those students preparing for elementary school science teaching. Prerequisite: MATH 070.

SCI 101L- Scientific Method Lab Credits: .00
SCI 102 - Energy & Work*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
The course is designed to provide students with a broad background in the physical sciences with emphasis on the scientific method and energy. The curriculum stresses both theoretical principles and applications of concepts using experimentation as a vehicle for modeling scientific process. This course is especially suited for those students preparing for elementary school science teaching. Prerequisite: SCI 101 and MATH 070.

SCI 102L- Energy & Work Lab Credits: .00

SCI 103 - Matter*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
The course is designed to provide students with a broad background in the physical sciences with emphasis on the scientific method and basic chemistry. The curriculum stresses both theoretical principles and applications of concepts using experimentation as a vehicle for modeling scientific process. This course is especially suited for those students preparing for elementary school science teaching. Prerequisite: SCI 101, 102 and MATH 070.

SCI 103L- Matter Lab Credits: .00

SCI 110 - Selected Topics Credits: 1.00 TO 6.00
Provides flexibility in offerings within various science areas.

SCI 200I- INTACT Credits: 1.00

SCI 207 - Seminar Credits: 1.00 TO 15.00

SCI 208 - Workshop Credits: 1.00 TO 6.00

SCI 209 - Field Placement 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 student’s learning experience beyond the classroom through approved learning objectives.

SCI 210 - Selected Topics Credits: 1.00 TO 6.00
Provides flexibility in offerings within various science areas.

SCI 215 - Health Care Term I Credits: 1.00

SCI 216 - Health Care Term II Credits: 1.00

SCI 221 - Intro To Astronomy*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
An overview of the history of astronomy, structure and evolution of the solar system, stellar systems and evolution, galactic structure, interstellar medium, cosmology, astronomical instrumentation. Prerequisite: MATH 095 or higher or consent of instructor.

SCI 239 - Hist Of Science*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
An introduction to the History of Science conducted through an interdisciplinary exploration of scientific revolutions, myths and paradigms. The course will chronicle major developments in scientific thinking and analyze how the world’s most influential scientists have historically balanced their scientific discoveries and beliefs with religion, technology, medicine, gender, war, government, and art.

SCI 241 - Environmental Science Credits: 4.00
Human and environment interrelationships. Human population growth, food needs and production; energy and resource supply and demand; pollution; extinction; economic political and social influences. Prerequisite: BIOL 103 or BIOL 213 or BOT 202.

SCI 310 - Selected Topics Credits: 1.00 TO 6.00
Provides flexibility in offerings within various science areas. Prerequisite: Completion of 45 hours of college credit. Student must have at least sophomore standing to register for this course.

SCI 312 - Pharmacology Credits: 4.00
Introduction to general drug categories with emphasis on major drug groups; antibiotics, autonomic drugs, cardiovascular drugs, and central nervous system drugs. Prerequisite: 12 hours of college level biology and chemistry or equivalent. Student must have at least sophomore standing to register for this course.

SCI 315 - The New Universe*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
Course will focus on new developments in telescope technology and imaging devices and capabilities in space that have allowed observations in the last two decades and revolutionized our view of the universe. Student must have at least sophomore standing to register for this course.

SCI 317 - Adv Science Writing Credits: 3.00
Advanced study of writing in the scientific disciplines. Students will analyze professional discourses from various scientific disciplines using fundamental and advanced rhetorical theories. Students will compose scientific discourses in several genres, such as research articles, research proposals, and review articles, and will also learn about and practice editing and preparing a manuscript for submission to a publication. Student must have at least sophomore standing to register for this course.

SCI 401 - Research Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

SCI 405 - Reading & Conference Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

SCI 407 - Seminar Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

SCI 408 - Workshop Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.
### OBJECTIVES

Provides a broad spectrum of courses for students requiring work in social and behavioral sciences.

### SOCIAL SCIENCE COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSCI 101</td>
<td>Intro to Soc Sci</td>
<td>3.00</td>
<td>This course will focus on issues in U.S. society that illustrate the difficulty in defining and attaining social justice in a culture where individual and group differences engender suspicion, fear, prejudice, discrimination, and even hatred. These issues will be examined from a multidisciplinary perspective that incorporates history, academic feminism, philosophy, and economics.</td>
</tr>
<tr>
<td>SSCI 102</td>
<td>Intro to Soc Sci</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>SSCI 103</td>
<td>Intro to Soc Sci</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>SSCI 110</td>
<td>Selected Topics</td>
<td>1.00 TO 6.00</td>
<td>Provides flexibility in offerings within various science areas. Prerequisite: Completion of 90 hours of college credit. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>SSCI 115</td>
<td>Democracy Freedom &amp; Am Ideal*SSC Credits</td>
<td>5.00</td>
<td></td>
</tr>
<tr>
<td>SCI 409</td>
<td>Field Placement</td>
<td>1.00 TO 15.00</td>
<td>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. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>SCI 410</td>
<td>Selected Topics</td>
<td>1.00 TO 6.00</td>
<td>Provides flexibility in offerings within various science areas. Prerequisite: Completion of 90 hours of college credit. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>SCI 410L</td>
<td>Lab Credits</td>
<td>0.00</td>
<td>Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>SCI 411</td>
<td>Hist of Science</td>
<td>3.00</td>
<td>Brief history of the development of science, its social implications and the growth of scientific method and spirit. Prerequisite: Completion of 90 hours of course work. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>SCI 501</td>
<td>Research</td>
<td>1.00 TO 15.00</td>
<td>Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 505</td>
<td>Reading &amp; Conference</td>
<td>1.00 TO 15.00</td>
<td>Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 507</td>
<td>Seminar</td>
<td>1.00 TO 15.00</td>
<td>Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 510</td>
<td>Selected Topics</td>
<td>1.00 TO 6.00</td>
<td>Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 511</td>
<td>Contemp Dev Sci</td>
<td>3.00</td>
<td>Emphasis on the more important aspects of contemporary developments in the natural sciences as it relates to teaching in the elementary school. Selected readings. The course is designed for elementary teachers. Prerequisite: One year of teaching experience at the K-9 level. Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 521</td>
<td>Hist of Science</td>
<td>3.00</td>
<td>In-depth studies from selected areas in the history of science. Prerequisite: Graduate standing. Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 708</td>
<td>Workshop</td>
<td>1.00 TO 6.00</td>
<td>Student must have graduate standing to register for this course.</td>
</tr>
<tr>
<td>SCI 145</td>
<td>Survival Skls Dstnce Lrnrs</td>
<td>2.00</td>
<td>This course provides distance students the opportunity to develop strategies to assist them in achieving academic success. It will be taught as a Web-based course to support development of online skills as students work through the course content.</td>
</tr>
<tr>
<td>SCI 150</td>
<td>Degree Planning Workshop</td>
<td>1.00</td>
<td>This course is designed to provide students with the tools and information needed to plan their individual distance learning programs. Students will learn to evaluate various ways to construct a degree plan, and to determine which option best suits their interests, goals, and background. This course is a requirement for participation in the online/onsite degree programs. Prerequisite: Admission to EOU and participation in an Orientation.</td>
</tr>
<tr>
<td>SCI 200I</td>
<td>INTACT</td>
<td>1.00</td>
<td></td>
</tr>
<tr>
<td>SCI 207</td>
<td>Seminar</td>
<td>1.00 TO 15.00</td>
<td></td>
</tr>
<tr>
<td>SCI 208</td>
<td>Workshop</td>
<td>1.00 TO 6.00</td>
<td></td>
</tr>
<tr>
<td>SCI 209</td>
<td>Field Placement</td>
<td>1.00 TO 15.00</td>
<td></td>
</tr>
</tbody>
</table>
Eastern Oregon University

Statistics

OBJECTIVES
The need to analyze data is common to all disciplines. Statistics courses are offered in order to:

- Provide an introduction to statistical procedures as part of the critical analysis of information, and
- Provide the background necessary for the application of statistical methods to various disciplines.

Students whose programs require statistics may wish to consider two options. (1) Those with strong math skills may take STAT 327 (5 credits), which is a fast-paced introduction to statistics. (2) Those with weaker math skills may begin with STAT 243 (4 credits). After completing MATH 111 (College Algebra) these students may take STAT 352 (4 credits). Note that STAT 327 is offered online as well as on-campus, while STAT 352 is offered on-campus only. Students cannot receive credit for both STAT 243 and STAT 327. Students should consult their advisors to determine which path is best for them.

STATISTICS COURSE DESCRIPTIONS

STAT 110- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty.

STAT 210- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest to students and faculty.

STAT 241 – Elementary Statistics I*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This course is the first of a two course sequence. The two course sequence will be equivalent in credit and content to STAT 243 “Elementary Statistics”. Topics include experimental design, introduction to histograms, the normal distribution, sampling, the Law of Averages, and the Central Limit Theorem. Prerequisites: MATH 095.

STAT 242 – Elementary Statistics II*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
This course is the second of a two course sequence. The two course sequence will be equivalent in credit and content to STAT 243 “Elementary Statistics”. Topics include sampling
PROGRAM OBJECTIVES
The EOU Theatre Program, with a diversified curriculum leading to a B.A. or B.S. in theatre, places an emphasis on academic excellence, production, creativity, and hands-on learning. Both the B.A. and the B.S. explore the role of theatre as a voice and a mirror for the cultural behaviors of all human beings. Our objective is to prepare students in the theatrical world for either graduate work in the discipline, teaching, or other creative professional endeavors.

LEARNING OUTCOMES
1. Content Knowledge: Demonstrate comprehensive knowledge of theatre literature and history.
2. Critical Thinking: Use critical thinking to demonstrate understanding/appreciation of all aspects of theatre production including performance and design.
3. Integrated and Applied Learning: Use integrated and applied learning to demonstrate hands-on experience in a variety of theatre disciplines to bring a production from conceptualization to opening night.
4. Teamwork: Employ teamwork to gain an understanding/appreciation of the collaborative process that makes theatre possible.
5. Civic Engagement: Dedication to civic engagement and service to society through a season of plays covering a diverse range of topics and content.

In addition, students will gain specific proficiencies in the following areas:
- Hands-on experience in the creation of the "visual world" of the theatre
- The development of the actor’s instrument (voice, body, and imagination) through exercises, scenes, and improvisation

Eastern Oregon University
Theatre
- The ability to direct using the skills of movement, text analysis, character motivation, and visualizing the environment

- The ability to apply theatre to a major production or scholarly experience

- The ability to apply theatre applications in the classroom

MEANS OF ASSESSMENT
Theatre majors are evaluated in many distinct ways. They complete the required and elective courses in the discipline that reinforce creative response, historical knowledge, and analytical thinking. By acting in plays, students refine their physical instrument - the body - by creating believable characters. By designing sets, lights, and costumes for plays, they are given avenues of expression in theatrical production and execution, which also provide “hands-on” experiences. In directing and playwriting courses, theatre majors demonstrate a mastery of textual analysis, form, visualization, and structure. In pedagogy courses, students hone their abilities in public speaking, work with practical classroom application, and refine theatrical teaching methods. In their capstone experiences, they showcase abilities as a “culmination experience” in acting, design, directing, or playwriting.

REQUIREMENTS FOR THE BACHELOR OF ARTS OR BACHELOR OF SCIENCE IN THEATRE ARTS
(Foreign language competency is a requirement of the B.A. degree.)

In addition to General Education and other institutional graduation requirements students should complete 80-81 credit hours in Theatre to include the required core courses and one concentration. B.S. degree candidates should also complete an additional 12 credit hours from the Additional Required Courses below. A grade of “C-” or better is required in all Theatre courses counting toward the major with an overall GPA of 2.00.

It is understood that a maximum of 90 credit hours in one discipline may be applied to the degree.

Required Courses (For B.A. and B.S.)
THEA 111 Script Analysis (3)
THEA 112 Intro To Theatre (3)
THEA 150 Acting I (4)
THEA 255 Production & Performance (6-total)
THEA 261, 262, 263 Theatre History (9)
THEA 264 Stagecraft (3)
THEA 265 Stage Lighting (3)
THEA 266 Fund Of Costuming (3)
THEA 267 Fund Of Stage Makeup (3)
THEA 353 Fundamentals of Play Direction (3)
THEA 355 Production & Performance (6-total)
THEA 400 Theatre Collaboration (3)
THEA 407 Seminar (3-total)
Major Concentration* (25-26)

Additional Required Courses for BS:
1. Complete the following English course:
ENGL 201 Shakespeare (4)
2. Choose one of the following History courses:
   HIST 101 or 102 Western Civ (5)
   HIST 111 or 112 World Civ (5)
   HIST 201 U.S. History (5)
   HIST 202 U.S. History (5)
3. Choose one of the following Art courses:
   ART 204 Art History I (3)
   ART 205 Art History II (3)
   ART 206 Art History III (3)

*The 80-81 credit hour requirement for theatre majors (above) may be met by completing one of the following major concentrations:

1. Major Concentration in Acting
   Required Core Courses:
   THEA 216 Beginning Dance For Theatre (3)
   THEA 250 Acting II (4)
   THEA 350 Acting III (4)
   THEA 351 Acting IV (3)
   THEA 450 Acting V (3)
   THEA 451 Acting VI (3)
   Choose Two Courses for 6 credits:
   THEA 256 Fund Of Stage Combat (3)
   THEA 330 Stage Management (3)
   THEA 360 Playwriting For Stage (3)
   THEA 361 Separate Cultures DPD (4)
   THEA 362 Irish Drama, UWR (3)
   THEA 363 Banned Plays DPD, UWR (3)
   THEA 415 Theatre Pedagogy (3)
   Total hours: 26

2. Major Concentration In Directing
   Required Core Courses:
   THEA 225 Scene Design (3)
   THEA 250 Acting II (3)
   THEA 235 Lighting Design (3)
   THEA 256 Fund Of Stage Combat (3)
   THEA 344 Costume Design (3)
   THEA 350 Acting III (4)
   THEA 360 Playwriting For The Stage UWR (3)
   THEA 361 Separate Cultures DPD (4)
   THEA 362 Irish Drama, UWR (3)
   THEA 363 Banned Plays DPD, UWR (3)
   THEA 415 Theatre Pedagogy (3)
   Total hours: 26

3. Major Concentration In Design
   Required Core Courses:
   ART 130 Drawing I (4)
   THEA 225 Scene Design (3)
   THEA 235 Lighting Design (3)
   THEA 344 Costume Design (3)
Choose One of the Following (3 credits):
THEA 345 Adv Costume Design (3)
THEA 356 Adv Scene & Lighting Design (3)

Choose Three of the Following (9 credits):
ART 204 Art History I (3)
ART 205 Art History II (3)
ART 206 Art History III (3)
ART 230 Drawing II (3)
THEA 268 Hist Of Arch & Deco Arts (3)
THEA 270 Scene Painting (3)
ART 317 Life Drawing (3)
THEA 346 Hist Of Western Dress (3)
THEA 363 Banned Plays DPD, UWR (3)

Total hours: 25

8. Major Concentration in Stage Management
Required Core Courses:
BA 321 Principles of Management (5)
THEA 225 Scene Design (3)
THEA 230 Theatre Management (3)
THEA 235 Lighting Design (3)
THEA 330 Stage Management (3)

Choose Three Courses for 9 credits:
THEA 344 Costume Design (3)
THEA 354 Advanced Directing (3)
THEA 360 Playwriting For The Stage UWR (3)
THEA 361 Separate Cultures DPD (4)
THEA 362 Irish Drama, UWR (3)
THEA 363 Banned Plays DPD, UWR (3)
THEA 415 Theatre Pedagogy (3)

Total hours: 26

Theatre majors should exhibit data computer literacy. They should also be able to demonstrate computerized lightboard skills as expected in the basic Stage Lighting course.

THEA 353, 362, 363, 400, and 406 will satisfy Eastern's requirements for writing intensive upper division courses. The institutional capstone requirement may be met by completion of THEA 406 Senior Project.

TYPICAL FIRST YEAR CURRICULUM FOR B.A.
Fall
THEA 211 Script Analysis (3)
THEA 150 Acting I (4)
General Education and Electives (10)

Winter
THEA 250 Acting II (4) or
THEA 264 Stagecraft (3) or
THEA 266 Fund Of Costuming (3)
General Education and Electives (7)

Spring
THEA 264 Stagecraft (3) or
THEA 266 Fund Of Costuming (3)
THEA 265 Stage Lighting (3)
General Education and Electives (7)

TYPICAL SECOND YEAR CURRICULUM FOR B.A.
Fall
THEA 350 Acting III (4)
THEA 255 Production & Performance (1-3)
THEA 261 Theatre History (3)
THEA 264 Stagecraft (3) or
THEA 266 Tech TA Costume (3)
General Education and Electives, Foreign Language

Winter
ART 130 Drawing I (5)
THEA 255 Production & Performance (1-3)
THEA 262 Theatre History (3)
General Education and Electives, Foreign Language

Spring
THEA 263 Theatre History (3)
THEA 351 Acting IV (3)
THEA 255 Production & Performance (1-3)
General Education and Electives, Foreign Language

TYPICAL THIRD YEAR CURRICULUM FOR B.A.
Fall
THEA 355 Production & Performance (1-3)
THEA 353 Fundamentals of Play Direction (3)
THEA 450 Acting V (3)
THEA 225 Scene Design (3) or
THEA 235 Light Design (3) or
THEA 344 Costume Design (3)
Foreign Language, General Education and Electives
Complete University Writing Requirement

Winter
THEA 355 Production & Performance (1-3)
THEA 356 Adv Scene & Lighting Design (3)
THEA 345 Adv. Costume Design (3) or
THEA 451 Acting VI (3)
Foreign Language, General Education and Electives

Spring
THEA 355 Production & Performance (1-3)
THEA 354 Adv. Directing (3) or
THEA 415 Theatre Pedagogy (3)
Foreign Language, General Education and Electives

TYPICAL FOURTH YEAR CURRICULUM FOR B.A.
Fall
THEA 355 Production & Performance (1-3)
THEA 407 Senior Seminar (1)
General Education and Electives*
Apply for Graduation

Winter
THEA 355 Production & Performance (1-3)
THEA 400 Theatre Collaboration (3)
THEA 407 Senior Seminar (1)
General Education and Electives

Spring
THEA 355 Production & Performance (1-3)
THEA 406 Senior Project (3)
THEA 407 Senior Seminar (1)
General Education and Electives

TYPICAL FIRST YEAR CURRICULUM FOR B.S.
Fall
THEA 211 Script Analysis (3)
THEA 150 Acting I (4)
General Education and Electives (10)

Winter
THEA 250 Acting II (4) or
THEA 264 Stagecraft (3) or
THEA 266 Fund Of Costuming (3)
General Education and Electives (7)

Spring
THEA 264 Stagecraft (3) or
THEA 266 Fund Of Costuming (3) or
THEA 265 Stage lighting (3)
General Education and Electives (7)

TYPICAL SECOND YEAR CURRICULUM FOR B.S.
Fall
THEA 350 Acting Ill (4)
THEA 255 Production & Performance (1-3)
THEA 261 Theatre History (3)
THEA 264 Stagecraft (3) or
THEA 265 Stage Lighting (3)
General Education and Electives

Winter
THEA 262 Theatre History (3)
ART 130 Drawing I (4)
THEA 255 Production & Performance (1-3)
General Education and Electives

Spring
THEA 255 Production & Performance (1-3)
THEA 263 Theatre History (3)
THEA 351 Acting IV (3)
General Education and Electives

TYPICAL THIRD YEAR CURRICULUM FOR B.S.
Fall
THEA 355 Production & Performance (1-3)
THEA 353 Fundamentals of Play Direction (3)
THEA 324 Scene Design (3) or
THEA 334 Light Design (3) or
THEA 344 Costume Design (3)
THEA 450 Acting V (3)
General Education and Electives (8)
Complete University Writing Requirement

Winter
THEA 355 Production & Performance (1-3)
THEA 356 Adv Scene & Lighting Design (3)
THEA 345 Adv Costume Design (3) or
THEA 451 Acting VI (3)
General Education and Electives

Spring
THEA 355 Production & Performance (1-3)
THEA 354 Adv. Directing (3) or
THEA 415 Theatre Pedagogy (1-3)
General Education and Electives

TYPICAL FOURTH YEAR CURRICULUM FOR B.S.
Fall
THEA 355 Production & Performance (1-3)
THEA 407 Senior Seminar (1)
THEA 415 Theatre Pedagogy (1-3)
General Education and Electives
*Apply for Graduation

Winter
THEA 355 Production & Performance (1-3)
THEA 400 Theatre Collaboration (3)
THEA 407 Senior Seminar (1)
General Education and Electives

Spring
THEA 355 Production & Performance (1-3)
THEA 406 Senior Project (3)
THEA 407 Senior Seminar (1)
General Education and Electives

REQUIREMENTS FOR THE MINOR IN THEATRE ARTS
1. A minimum of 31 graded credits in Theatre are required for the minor:

Required:
THEA 112 Intro To Theatre (3)
THEA 150 Acting I (4)
THEA 264 Stagecraft (3)
THEA 266 Fund Of Costuming (3)
THEA 355 Production & Performance (3)

Select 3 credit hours from:
THEA 111 Script Analysis (3)
THEA 225 Scene Design (3)
THEA 230 Theatre Management (3)
THEA 235 Lighting Design (3)
THEA 249 Musical Theatre Perf (3)
THEA 250 Acting II (3)
THEA 255 Production & Performance (3)
THEA 256 Stage Combat (3)
THEA 261 Theatre History I (3)
THEA 262 Theatre History II (3)
THEA 265 Stage Lighting (3)
THEA 267 Fund Of Stage Makeup (3)

Select 12 credit hours from:
THEA 330 Stage Management (3)
THEA 344 Costume Design (3)
THEA 350 Acting III (4)
THEA 351 Acting IV (3)
THEA 353 Fund Of Directing (3)
THEA 361 Separate Cultures (4)
THEA 362 Irish Drama (3)
THEA 363 Banned Plays (3)
THEA 415 Theatre Pedagogy (3)

2. A grade of "C-" or better in each course counting toward the
THEATRE ARTS COURSE DESCRIPTIONS

THEA 110- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest/relevance to students and faculty.

THEA 111- Script Analysis Credits: 3.00
Students will be introduced to the intellectual tools with which to critically and artistically examine a play script. Historical and contemporary methods of analysis will be studied and used as models from which to build a personal set of critical questions. Scripts and artists studied will encompass a variety of historical and cultural perspectives allowing a broad background from which to view theatre past and present.

THEA 112- Intro Thea:Production*APC Credits: 3.00
An overview of the process of putting a play into performance using directions, hands-on application, current productions, and dramatic literature. Emphasis on the elements of acting, directing, design and playwriting.

THEA 150- Acting I*APC Credits: 4.00
An introduction to standard techniques and tools of designing for the stage. Students will hang, focus, repair, and manipulate lights for current productions. (Approximately 20 hours of lab work)

THEA 210- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest/relevance to students and faculty.

THEA 214- Intro: Dramatic Lit*APC Credits: 3.00
A view of theatre through the eyes of the playwright. Includes plays from all major periods and genres. Offered On-line only.

THEA 216 – Beginning Dance For Theatre Credits: 2.00
Beginning dance as it pertains to the performance of theatre will be explored. Basic movement techniques to prepare theatre performers for production roles for all genres of theatre will also be approached.

THEA 225 - Scene Design*APC Credits: 3.00
Theory and techniques of basic stage scene design, to include research, drafting, sketching, rendering, models, and presentation techniques.

THEA 230- Theatre Management Credits: 3.00
This course explores theatrical management and producing in America. It provides historical background to shed light on current practice, describes the various methods now used to produce theatre, and explains managerial systems necessary for successful production.

THEA 235 - Lighting Design*APC Credits: 3.00
Basic theory and techniques of stage lighting design, to include research, drafting, rendering, and presentation techniques. Explores the manipulation of light for the stage.

THEA 236- Stagecraft*APC Credits: 3.00
Introduction to standard techniques and tools of designing and mounting stage productions in set construction, scene painting and properties. Labs based on currently scheduled shows. (Approximately 20 hours of lab work)

THEA 249- Musical Theatre Perf*APC Credits: 3.00
This course explores performance in musical theatre. Students will be given opportunities to create and express characters through musical theatre pieces. Emphasis will be on developing the musical theatre character.

THEA 255- Production & Performance Credits: 1.00 TO 3.00
Application of principles of acting and dramatic production. Credit available for students acting in or handling technical demands of scheduled performances. Prerequisite: Consent of instructor.

THEA 260- Fund Stage Combat*APC Credits: 3.00
Introduction to techniques used when staging combat sequences in live stage productions. Basic techniques of tumbling, open and closed hand to hand combat and sword fighting will be taught and practiced.

THEA 261- Theatre History*AEH Credits: 3.00
A study of theatre in the western world from Classic Greek to 19th century European. Emphasis on the physical theatre, actors, directors, and criticism, with related dramatic literature.

THEA 262- Theatre History*AEH Credits: 3.00
This course is a continuation of the theatre history series, and will have an emphasis on 20th century developments in European and American theatre.

THEA 263- Theatre History*AEH Credits: 3.00
Continuation of THEA 262 with emphasis on 20th century developments in European and American theatre.

THEA 264- Stagecraft*APC Credits: 3.00
Introduction to standard techniques and tools of designing and mounting stage productions in set construction, scene painting and properties. Labs based on currently scheduled shows. (Approximately 20 hours of lab work)

THEA 265 - Stage Lighting*APC Credits: 3.00
Demonstration and practice in the use of lighting equipment for the stage. Students will hang, focus, repair, and manipulate lights for current productions. (Approximately 20 hours of lab work)
THEA 266- Fund of Costuming*APC Credits: 3.00  
Gen Ed Core-Artistic Process & Creation  
Demonstration of the basic working components of the costume designer including sewing, dyeing, painting, hat making and mask-making for the stage. Students will also practice basic construction techniques while building costumes for current productions.

THEA 267- Fund Of Stage Makeup*APC Credits: 3.00  
Gen Ed Core-Artistic Process & Creation  
Demonstration of and practice in the use of makeup for the stage - includes character, aging, “facial” hair, and three dimensional techniques.

THEA 268 Hist of Arch & Deco Arts Credits: 3.00  
The History of Architecture and Decorative Arts for the Theatre. Architecture and the decorative arts are explored as they would pertain to design for the theatre. From ancient Egypt thru Greek, Roman, Medieval, Renaissance and Victorian periods to the contemporary times are covered.

THEA 269- Surv Musical Theatre*AEH Credits: 3.00  
Gen Ed Core-Aesthetics & Humanities  
This course explores the history and development of the genre of musical theatre. Emphasis will be placed specifically on the American Musical Comedy of the 20th century.

THEA 270 – Scene Painting Credits: 3.00  
The art, practice, and technique of scene painting are explored as it pertains to theatre scenic design. Students work on selected projects that demonstrate examples including wood, stone, wallpaper, and foliage.

THEA 310- Selected Topics Credits: 1.00 TO 6.00  
Topics of current interest/relevance. Prerequisites on occasion. Student must have at least sophomore standing to register for this course.

THEA 319- Projects in Theatre Credits: 1.00 TO 3.00  
Opportunities for participation in special interest areas of theatre, such as reader’s theatre, theatre sports, or mime. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.

THEA 320- Interacting With Media*APC Credits: 4.00  
Gen Ed Core-Artistic Process & Creation  
This course helps students acquire through hands-on experience the skills to write and perform for a variety of media. Developing microphone and video technique, students learn Skype interview methods and materials, writing and broadcasting news stories, voice over practices for commercials and animation, online sales presentation, and on-camera performance, management, fund raising, graphics, and grant writing. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.

THEA 330- Stage Management Credits: 3.00  
An introduction to the role of the stage manager in professional and most amateur theatre. Responsibilities of the stage manager in pre-production, rehearsal, performance and postproduction situations will be discussed. The indispensability of the well-trained stage manager will be emphasized. Student must have at least sophomore standing to register for this course.

THEA 344- Costume Design*APC Credits: 3.00  
Gen Ed Core-Artistic Process & Creation  
Exploration of drawing, painting, design, and history of character-appropriate costumes for the stage. Includes life drawing and color theory.

THEA 345- Adv Costume Design*APC Credits: 3.00  
Gen Ed Core-Artistic Process & Creation  
Design and artistic techniques are explored in detail in this class including watercolor, gouache, marker and pen and ink. Emphasis will be placed on development of the costume designer’s portfolio. Prerequisite: THEA 344 or consent of instructor. Student must have at least sophomore standing to register for this course.

THEA 346 – Hist Of Western Dress Credits: 3.00  
This course is designed to develop your knowledge of and appreciation for dress as it has evolved over time. We will focus on dress in the Euro-American world beginning with the Ancient Middle East.

THEA 350- Acting III Credits: 4.00  
The study of naturalistic acting using the Meisner technique. Prerequisite: Acting I, II and consent of instructor.

THEA 351- Acting IV Credits: 3.00  
Expanding the actor’s instrument, particularly the voice is achieved through the study of Shakespeare’s verse and characters. Vocal diagnostic and exercises are employed as well as analysis of verse through scansion technique. Prerequisite: Acting 1, 2, and 3, and consent of instructor. Student must have at least sophomore standing to register for this course.

THEA 353- Play Direction Credits: 3.00  
Exploring the principles and practices in beginning directing. Skills are learned through exercises and analysis, then applied to rehearsing a scene for public performance. Prerequisite: THEA 150, 250, and one of the following: THEA 225, 235, or 344. Student must have at least sophomore standing to register for this course.

THEA 354- Advanced Directing Credits: 3.00  
Advanced projects in directing are designed to challenge and stretch basic technique. Students are encouraged to develop a personal approach to their craft through work on stylized material and one-act plays performed for the public. Prerequisite: THEA 353. Student must have at least sophomore standing to register for this course.

THEA 355- Production & Performance Credits: 1.00 TO 3.00  
Application and principles of acting and dramatic production. Credit available for students acting in or handling technical demands of scheduled performances. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.
THEA 356 – Adv Scene & Lighting Design Credits: 3.00
Advance theory and techniques of stage scene and lighting design, to include research, drafting, sketching, rendering, models, plots, theory, and presentation techniques. Computer Aided Drafting will be explored using Vectorworks for select projects. The course also works to create an initial portfolio for the student. The course is a continuation of THEA 225 or 235. Prerequisite: THEA 225 or THEA 235 or consent of instructor.

THEA 360- Playwriting For The Stage*APC Credits: 3.00 Gen Ed Core-Artistic Process & Creation
The study of playwrights and playwriting in a theatrical and performance-oriented context. The course will culminate in individual one-act plays showcased in the New Play Series. Student must have at least sophomore standing to register for this course.

THEA 361 – Separate Ctlr: Plays Of August Wilson*AEH Credits: 4.00 Gen Ed Core-Aesthetics & Humanities
August Wilson's plays are the study of a century of systematic discrimination and its effect on the African-American community. His scripts introduce the reader to the economic, cultural, spiritual, and political structures, systems, and ideologies of the citizens of this community. As dramas, they focus on relational conflicts within the family, work place, and social gatherings.

THEA 362 – Irish Drama Credits: 3.00
The Emerald Isle is explored through the history of its national theatre and the playwright’s words from the last century to the present. The course makes connections through the history and culture of Ireland and how it produced the Irish drama we have from its past to today. The Abbey Theatre, Ireland’s National Theatre will be emphasized through its history and the playwrights that participated in it from its inception. What about this Island’s spirit that creates the play? Through the texts the student will be given new insights to this question.

THEA 363 – Banned Plays Credits: 3.00
This course covers those plays that, over the course of history, have been banned, censored, or suppressed. The propaganda, societal, religious, cultural, and political aspects of why plays have been “banned” will be covered from ancient to modern times. Students will analyze the plays in their historical context as well with a contemporary eye. Plays from Hamlet to Hair to Oedipus Rex to West Side Story are covered.

THEA 366- Advanced Costuming Credits: 3.00
Advanced projects in costume construction including sewing, cutting, draping, flat-patterning, drafting, and tailoring. Prerequisite: THEA 266.

THEA 400- Theatre Collaboration Credits: 3.00
This course provides a proving ground, not only for students expertise in one particular area of production, but also for their ability to communicate their ideas clearly in a group situation. Adaptation, cooperation, compromise, and mutual support are skills developed in this course. A staged production is the ultimate proof of the mastery of these skills. Student must have at least junior standing to register for this course.

THEA 405- Read & Conf Credits: 1.00 TO 5.00
An intensive study of a playwright, a theatrical style, a theme, or other specialized topic not normally included in course offerings. Prerequisite: Upper division standing. Student must have at least junior standing to register for this course.

THEA 406- Senior Project Credits: 3.00
The design, research and implementing of a project that reflects the student’s expertise in an area of theatre scholarship or production. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

THEA 407- Seminar Credits: 1.00 TO 5.00
Intensive study of theatre topics with emphasis on student and faculty information exchange. Shared presentations, resumes, graduate school information and Senior interests and ideas will be highlighted. Prerequisite: Senior status. Student must have at least junior standing to register for this course.

THEA 409- Practicum Credits: 1.00 TO 15.00
Selected students will gain practical supervised experience in some aspect of theatre productions. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

THEA 410- Selected Topics Credits: 1.00 TO 6.00
Topics of current interest/relevance to students and faculty. Student must have at least junior standing to register for this course.

THEA 415- Theatre Pedagogy Credits: 1.00 TO 3.00
A practicum in developing a process of classroom instruction. Students will assist in teaching the theatre courses while exploring their own technique of instruction. Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

THEA 450- Acting V Credits: 3.00
The actor’s movement and period styles are explored in this performance-oriented class. Using a variety of methods including Alexander and Feldenkrais techniques, actors will explore physical movement and external creation. Major literary periods will be interpreted by the use of the body in style work. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.

THEA 451- Acting VI Credits: 3.00
An introduction to the specialized techniques required for film and video performance. Study includes understanding terminology, performing on a sound stage, using the camera as your scene partner and surviving a screen test. Prerequisite: Consent of instructor. Student must have at least sophomore standing to register for this course.
MISSION STATEMENT
Eastern Oregon University’s College of Business 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:

EXCELLENCE
The College of Business, which is professionally accredited through the International Assembly of Collegiate Business Education, values its attention to students, its focus on teaching excellence and its flexible program delivery. Faculty members take pride in a philosophy and practice of open access for all students to help them move to a competitive place equal to highly selective schools. Our excellence is integrated throughout our rigorous degree programs at the Undergraduate and Graduate level that require a high degree of academic achievement and field application, and that are offered through a variety of alternative delivery methods.

CONNECTIONS
The faculty is especially committed to connections with the local business community and the overall economic development of eastern Oregon. We provide opportunities for students to work with local and regional organizations. In addition, the College of Business has collaborative programs with the College of Arts and Sciences and its liberal arts focus. Such connections give our graduates an increased mutual respect for and collaboration with the campus community, the city of La Grande, the entire state of Oregon and indeed the world.

RESPONSIBILITY
Our program is strongly committed to a liberal arts education and the development of critical thinking. Faculty strive to instill a refined curiosity about life and learning. We are committed to working toward solutions to today’s problems by educating and promoting sustainable and ethical business practices. Our students explore and develop their natural gifts, and apply these as leaders for positive change.
OBJECTIVES
Excellence
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 students who have developed the strong personal and communication skills necessary to succeed in the business environment.

Connections
3. To produce graduates who possess an integrated knowledge of the functions and systems of business.

Responsibility
4. To develop a student with a refined curiosity about life and learning.

LEARNING OUTCOMES
Content Knowledge: Students in the Business Administration degree program will demonstrate functional knowledge of the concepts, vocabulary, principles and practices that are commonly used in the business environment.

Communication Skills: Students in the Business Administration degree program will demonstrate advanced communication skills using appropriate methodologies and technologies.

Critical Thinking and Analytical Reasoning Skills: Students in the Business Administration degree program will demonstrate critical thinking and analytical reasoning skills.

Personal and Social Responsibility: Students in the Business Administration degree program will demonstrate an ability to incorporate diverse cultural perspectives, and ethical reasoning and action into decision making processes.

Inquiry and Integrated Learning: Students in the Business Administration degree program will demonstrate the ability to design and carry out an individual project that emphasizes practical applications of business concepts.

PROGRAMS
The College of Business at EOU offers a Master’s of Business Administration, Bachelor of Science and Bachelor of Arts in Business Administration, an Associate of Arts in Administrative Management, a Certificate in Office Management, and a minor in Business.

The entire undergraduate program is offered on-campus, online, and onsite through our partnerships with Blue Mountain Community College, Mt. Hood Community College, and Treasure Valley Community College.

Students must have a grade of “C-” or better in all required courses with a grade point average of 2.00 or better to be eligible to graduate with an undergraduate degree in Business or to achieve the Business minor.

BACHELOR OF SCIENCE/BACHELOR OF ARTS
BUSINESS ADMINISTRATION
The Bachelor of Science or Bachelor of Arts in Business Administration is a professional program designed to prepare students for graduate school or entry level positions in management, marketing, accounting, finance, and the tourism industry.

The program offers a solid grounding in the formal skills and knowledge bases of the primary functional areas of business, as well as practical applications of business concepts and technology. 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 five professional concentration areas:

1. Marketing
2. Leadership, Organization and Management
3. International Business no longer available June 2013
4. Tourism no longer available June 2013
5. Accounting (junior and senior year)

Students must complete a minimum of 30 credits of upper division course work from the College of Business at Eastern Oregon University in order to graduate from EOU.

BUSINESS ADMINISTRATION
PROGRAM REQUIREMENTS
Lower Division Core
BA 101 Intro to Business and the Global Environment (4)
(required for first year students only)
BA 131 Business Data Processing (4)
(or equivalent proficiency)
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 225 Business Communications (4)*
BA 254 Business Law (4)
ECON 201 Principles of Microeconomics (5)
ECON 202 Principles of Macroeconomics (5)
*Satisfies lower division university writing requirement

Required skill courses
STAT 243/244
College Algebra or above (MATH 111)
Expository Writing (WR 121)

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 & Society (4)

CONCENTRATIONS
Upon completion of the upper division core, students will choose from one of the five concentrations within the Business Administration degree program. 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. The marketing concentration helps to prepare the student for a variety of careers as well as giving them a foundation of important business principles. 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)*
*Satisfies upper division university writing requirement (UWR)

Electives: 15 credits. Students will select from the following list or other approved marketing courses:
BA 365 Marketing Research (5)
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)*
*Satisfies upper division university writing requirement (UWR)

Electives: 15 credits. Students will select from the following list or other approved management courses:
BA 416 Legal Issues for Leaders (5)
BA 451 Human Resource Management (5)
BA 460 Entrepreneurship (5)
BA 461 Organizational Behavior (5)
BA 462 Leaders and Leadership Process (5)

ACCOUNTING
The purpose of the accounting concentration is to prepare students for careers in public accounting, corporate accounting, or not-for-profit accounting. BA 211 and BA 213 are prerequisites for this concentration.

Required:
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)

BA 482 Project Mgt, Planning & Control (5)
BA 487 International Management (5)

INTERNATIONAL BUSINESS no longer available June 2013
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)*
*Satisfies upper division university writing requirement (UWR)

Electives: 15 credits. Students will select from the following list or other approved courses or international experience:
BA 380 Principles Of International Business (5)
BA 485 International Marketing (5)
BA 487 International Management (5)
BA 486 International Finance (5)

TOURISM no longer available June 2013
This concentration will prepare students for work in one of the fastest growing career tracks in the world. Eastern Oregon University has partner relations with Blue Mountain Community College and Mt. Hood Community College. Specific coursework is available from highly qualified faculty in the areas of hospitality, gaming and tourism.

Required:
BA 490 Senior Project (5) (capstone)*
BA 498 Business Policy and Strategy (5)*
*Satisfies upper division university writing requirement (UWR)

Electives: 15 credits. Students will select as follows:
Choose 1 of the following:
BA 451 Human Resource Management (5)
BA 464 Promotion Strategy (5)
Choose 2 of the following:
BA 431 Gaming Marketing (5)
BA 432 Hospitality Operations Management (5)
BA 433 Gaming Law (5)
BA 434 Hospitality Law (5)
BA 436 Strategic Travel and Tourism Management (5)
BA 438 The Tourism System (5)
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 & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 or 241 (4)
- GEN ED electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**

**YEAR 1**
- BA 101 Introduction to Business & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 (4)
- GEN ED and other electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**INTERNATIONAL BUSINESS**

**YEAR 1**
- BA 380 Principles Of International Business (5)
- BA 485 International Marketing* (5)
- BA 487 International Management* (5)
- *Or approved international business elective

**Total 46**

**YEAR 2**
- BA 380 Principles Of International Business (5)
- BA 485 International Marketing* (5)
- BA 487 International Management* (5)
- *Or approved international business elective

**Total 46**

**YEAR 3**
- BA 380 Principles Of International Business (5)
- BA 485 International Marketing* (5)
- BA 487 International Management* (5)
- *Or approved international business elective

**Total 46**

**YEAR 4**
- BA 498 Business Policy and Strategy (5)
- BA 490 Senior Project (5)
- General Electives (20)

**Total 45**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**

**YEAR 1**
- BA 101 Introduction to Business & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 (4)
- GEN ED and other electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**

**YEAR 1**
- BA 101 Introduction to Business & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 (4)
- GEN ED and other electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**

**YEAR 1**
- BA 101 Introduction to Business & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 (4)
- GEN ED and other electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**

**YEAR 1**
- BA 101 Introduction to Business & Global Environment (4)
- BA 131 Business Data Processing (4)
- WR 121 Expository Writing (4)
- Math 111 (4)
- GEN ED and other electives (30)

**Total 46**

**YEAR 2**
- BA 225 Business Communications (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 (20)

**Total 46**

**YEAR 3**
- BA 321 Principles of Management (5)
- BA 312 Principles of Marketing (5)
- STAT 243/244 Statistics (5)
- BA 313 Principles of Finance (5)
- BA 325 Information Management (3)
- BA 411 Business Ethics and Society (4)
- General electives or study abroad (19)

**Total 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)
- Electives (20)

**Total 46**

*Recommended for students planning on taking the CPA exam.

**TYPICAL FOUR-YEAR PLAN ALL OTHER CONCENTRATIONS.**
ASSOCIATE OF ARTS IN ADMINISTRATIVE MANAGEMENT
The College of Business offers a two-year Associate of Arts degree in Administrative Management. The program is regional in nature and is intended to provide the skills and background necessary for employment in the complex and computerized world of the modern business office. The Administrative Management degree curriculum is offered on-campus, onsite, and online.

Business Core
BA 101 Introduction to Business (4)
BA 131 Business Data Processing (4)
BA 114 Software Applications (2)
BA 211 Financial Accounting (4)
BA 213 Managerial Accounting (4)
BA 220 Gender/Work in Society (5)
BA 225 Business Communications (4)
BA 254 Business Law (4)
BA 209 Practicum (5)

General Education Requirements
Math 105 Lotteries and Loans (4)
WR 121 Expository Prose Writing (4)
ECON 201 Microeconomics (5)
ECON 202 Macroeconomics (5)
Electives (37)

CERTIFICATE IN OFFICE MANAGEMENT
The curriculum leading to a Certificate in Office Management includes 45 credit hours of skills courses and work experience necessary for employment in the modern business office. Through the Certificate program, students are able to develop or upgrade their skills in business data processing, software applications, basic accounting, business communications, and business law. In addition, students are required to complete a practicum (internship) in a business office.

BA 101 Introduction to Business (4)
BA 131 Business Data Processing (4)
BA 114 Software Applications (2)
BA 225 Business Communications (4)
WR 121 Expository Prose Writing (4)
BA 254 Business Law (4)
BA 211 Financial Accounting (4)
BA 220 Gender/Work in Society (5)
ECON 201 Microeconomics (5)
MATH 100 or above (4)
BA 209 Practicum (6)

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
For students who seek an intensive introduction to Business while pursuing other majors, the College of Business 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 must complete a minimum of 15 credits (10 of which must be upper division) in the minor from the College of Business at Eastern Oregon University.

The minor in Business consists of:
Lower Division Requirements
BA 101 Introduction to Business (4)
(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)

MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA)
The MBA program at Eastern Oregon University provides a quality package of professional training and enhancement. It particularly meets the needs of those who expect to become innovative business leaders, effective managers, and competitive entrepreneurs in the 21st century. The MBA program is accredited by the International Assembly for Collegiate Business Education (IACBE).

Customized curriculum
The program provides comprehensive training to update students’ professional knowledge in areas such as business strategy, innovative management, marketing, information systems, project design, and modern financial management. With input from students at the start of study, the program is customized to specific needs, career objectives, and professional backgrounds of students.

Flexible delivery format
The program gives significant consideration to time- and place-bound individuals. Relying on a mixture of synchronous and asynchronous course delivery formats helps working individuals complete their study efficiently and conveniently. While utilizing Web site instruction, video conferencing, and satellite teaching, in conjunction with individualized studies, the program conducts onsite face-to-face teaching. Moreover, students are able to get help from instructors through electronic communication at all times. This program is avail-
Admission requirements do not guarantee admission.

Applied approach
The program places a particular emphasis on the application of inter-disciplinary learning with its case - and project - intensive training methods. Students undertake case analyses, hands-on projects, and simulation exercises. They also have the opportunity to conduct real business consultation, project design, and strategy development. Upon completion of study, participants will have built up a whole repertoire of applied skills and techniques in major areas of modern management.

Curriculum
The curriculum is composed of different sectors – the Prerequisite, the Core, and the Master Thesis/ Project. All MBA students are required to accomplish 45-credit hours of graduate coursework.

For those applicants who do not have a business degree or minor and/or who cannot demonstrate competency in the foundations of business, management, marketing and accounting/finance, the following prerequisite courses are required. Other basic prerequisites may also be required. See Admissions below.

Prerequisite courses
Accounting BA 211/213 or equivalent
Management BA 321 or equivalent
Finance BA 313 or equivalent
Marketing BA 312 or equivalent

Competency can be demonstrated through coursework or professional reference and portfolio.

For those students who have a baccalaureate degree in business and who can demonstrate competency in the aforementioned prerequisites, the MBA curriculum starts with the core, and finishes with the master’s project.

MBA GRADING POLICY
Any student who receives a grade lower than a “B-” in any MBA course will be placed on probation and must meet with the MBA Program Coordinator. A second grade below a “B-” within the program will result in suspension from the program. In order to be reinstated, the student must meet with the MBA Faculty Committee and re-take at least one of the courses.

Any grade below a “C-” is an unacceptable grade, and the course must be repeated for a grade of “B-” or higher. In addition, students must have a minimum 3.00 grade point average in the program in order to graduate.

MBA COURSES
BA 515 Marketing Strategy and Techniques (5)
BA 520 Financial Strategies and Techniques (5)
BA 530 Contemporary Management & Organization (5)
BA 540 Operations Management (5)
BA 550 Management Information Systems (5)
BA 560 Business Ethics, Government, and Society (5)
BA 570 International Business: Strategy & Techniques (5)
BA 580 Competition and Strategic Management (5)

MBA Project
BA 699 Master Project (5)
(Students have up to one year to complete their Master Project.) Total credit hour requirement at the graduate level is 45

ADMISSIONS
Students must be admitted as both a graduate student to Eastern Oregon University AND admitted to the College of Business MBA program.

For applications for graduate school and the MBA program, please see the EOU website: www.eou.edu/business/MBA or e-mail to business@eou.edu or call College of Business at (541) 962-3668 for links and instructions for both of the applications.

MBA PROGRAM ADMISSION REQUIREMENTS
Students must possess a baccalaureate degree (whether business or not), with a cumulative undergraduate GPA of 3.0 or higher as a standard. Consideration will be given to candidates who, in their last 60-quarter hours of college/university work attained a 3.0 or higher or for candidates whose cumulative GPA in professional business and business-related courses totaling 60-quarter hours or more averages 3.0 or higher.

Applicants whose baccalaureate degrees are not in business are required to take certain designated undergraduate courses, besides meeting the previously listed requirements. For example, if one lacks fundamental knowledge/skills of mathematics, economics, and/or statistics, he/she will be directed to take the relevant undergraduate courses to meet the Common Professional Component (CPC) expectations specified by the accreditation institution, IACBE.

Submit the MBA application to the address on the application, along with the following documents:

1. Official GMAT score report (test must have been taken within last 5 years.) The total score standard is 500.
2. Cover letter and resume.
3. Transcripts. Unofficial copies are suitable at the initial stages of program consideration.

International students whose first language is not English are required to take official TOEFL tests with a minimum score of 520/190 on the computer-based test, in addition to having their baccalaureate degrees and taking the GMAT test.

The College of Business will begin reviewing applications for the fall cohorts on the previous April 1. Priority will be given to applicants that apply by June 15. Applications will be accepted after June 15 based on space available. The cohorts are limited in enrollment size. Cohorts start the fall term.

Meeting the above requirements does not guarantee admis-
sion. Using a comprehensive evaluation system, the MBA Committee will review all applications on a case-by-case basis in terms of their readiness and qualifications. While the committee selects the best and most qualified candidates, they will direct other applicants to take certain necessary preparatory action in order to be admitted to the program.

The program coordinator may approve as many as 10-quarter hours of credit into the MBA program. Not all graduate business courses from other institutions may be transferable. This transfer is made on a case-by-case basis.

BUSINESS COURSE DESCRIPTIONS

BA 101 – Intro to Business & Global Envir: 4.00
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 Micro topic Credits: 1.00 TO 5.00
Software and hardware instruction on various topics.

BA 131 - Business Data Processing Credits: 4.00
An introduction to the hardware, software and network components of computer systems. Study will include spreadsheets and word processing operations. Students will be required to demonstrate competence in spreadsheets and word processing through detailed projects.

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 Accounting 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 Accounting 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*SSC Credits: 5.00
Gen Ed Core-Social Sciences
This is a valuable Human Resource class for anyone who “works”. Peak performance in an organization is best achieved by understanding individual differences and by managing each individual in the way that best suits their motivational needs. Today’s organizations are seen as a reflection of our society. How do the organizational roles that men and women have affect their roles in society? Leading men or women leaders; how have their organizational roles changed? Does gender effect leadership style and management techniques? These questions and more are discussed in BA 220. DPD approved.

BA 225 – Business Communications Credits: 4.00
Analysis of methods of investigating, collecting, organizing, and presenting data for formal and informal business reports. Prerequisite: WR 121 or WR 131.

BA 230 – Ambassador Training & Leadership Credits: 1.00
This course offers an overview of the Student Ambassador position. Topics of study include but are not limited to campus knowledge, role in recruitment, student development theory, communication, leadership, tour etiquette and best practices. Prerequisite: Permission of Instructor.

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. Student must have at least sophomore standing to register for this course.

BA 312 - Principles Of 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. Student must have at least sophomore standing to register for this course.

BA 313 - Principles Of 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, STAT 241 and 242 or STAT 243; and STAT 244 or STAT 327 and STAT 315. Student must have at least sophomore standing to register for this course.

BA 315 - QuickBooks and Related Technology Credits: 3.00
This is an introductory course in the use of QuickBooks accounting software in a Windows environment. In addition to the operation of the software, students will understand proper installation procedures, system requirements, exporting of information to Excel, and backup files. Prerequisites: familiarity with the PC and basic knowledge of the accounting cycle.

BA 321 - Principles Of Management Credits: 5.00
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. Student must have at least sophomore standing to register for this course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 325</td>
<td>Information Management Credits: 3.00</td>
<td></td>
<td>This course will provide students with 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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 328</td>
<td>Personal Financial Planning Credits: 5.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 332</td>
<td>Investments Credits: 3.00</td>
<td></td>
<td>Principles of investment in stocks and bonds; securities analysis and market operation. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 333</td>
<td>Individual Income Tax Credits: 5.00</td>
<td></td>
<td>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 and BA 225. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 334</td>
<td>Corporation Tax Credits: 3.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 336</td>
<td>Management Science Credits: 5.00</td>
<td></td>
<td>Management decision processes utilizing mathematical models and computer software. Models include mathematical programming, decision theory, simulation and others. Prerequisite: MATH 111. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 340</td>
<td>Principles Of International Business Credits: 5.00</td>
<td></td>
<td>An upper division introduction to the financial, cultural, marketing, and operational aspects of doing business outside of the U.S. Special emphasis is given to cultural factors and the role of the multi-national enterprise. Prerequisites: BA 312, BA 321, or consent of instructor.</td>
</tr>
<tr>
<td>BA 343</td>
<td>Market Research Credits: 3.00</td>
<td></td>
<td>Market Research is the process of gathering and analyzing information about customers and competitors in the market. Market Research is conducted in an effort to reduce the risk; more information results in better product planning decisions. The class explores the different research tools that are available to the marketer. Students will engage in activities that demonstrate practical application of theory. Prerequisite: BA 312. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 344</td>
<td>Finance Legal Environment And Process Credits: 3.00</td>
<td></td>
<td>Study administrative agency rulemaking, enforcement and adjudication functions, as well as statutory constraints on agency procedure and judicial oversight of agency action. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 345</td>
<td>Operations Management Credits: 5.00</td>
<td></td>
<td>This is an introductory course on management of the operations function with emphasis on practical applications. Topics covered will address the role of Operations Management including analysis, design, planning, and controlling of production and business processes. Prerequisites: MATH 222, BA 321, STAT 243/244. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>BA 346</td>
<td>E-Commerce Strategy Credits: 3.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 347</td>
<td>Workplace Diversity Credits: 3.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 348</td>
<td>Intermediate Account I Credits: 5.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 349</td>
<td>Intermediate Account II Credits: 5.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>BA 350</td>
<td>Intermediate Account III Credits: 5.00</td>
<td></td>
<td>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. Student must have at least sophomore standing to register for this course.</td>
</tr>
</tbody>
</table>
BA 403 - Capstone Credits: 5.00
Capstone course for Liberal Studies Pre-Approved Program in Business and Psychology. Student must have at least junior standing to register for this course.

BA 405 - Selected Topics Credits: 3.00
Student must have at least junior standing to register for this course.

BA 407 - Seminar Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

BA 410 - Selected Topics Credits: 1.00 TO 6.00
Selected topics in business. Student must have at least junior standing to register for this course.

BA 411 - Business Ethics & Society Credits: 4.00
As future managers, leaders, and citizens, each of you will have influence on the organizations in which you participate. This course will assist you in exploring and developing knowledge of ethical perspectives, decision-making processes, and the development of solutions to ethical dilemmas. BA 411 provides an opportunity for students to investigate the many ethical challenges facing individuals and organizations in the business environment. Study of various ethical perspectives will enable students to increase their ability to analyze ethical problems, critically assess ethical arguments relevant to such issues, and recommend solutions to ethical dilemmas. Students will develop a working knowledge of major themes surrounding ethical issues, including, but not limited to, corporate social responsibility.

BA 416 – Legal Issues For Leaders Credits: 5.00
This course examines the legal and regulatory environment of business to provide students with an understanding of the legal liabilities associated with managing and owning a business. Topics will include agency relationships, business organization, antitrust regulation, securities regulation, administrative law, and employment law.

BA 419 - Advanced 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. Student must have at least junior standing to register for this course.

BA 420 - Non-Profit Accounting 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 Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

BA 422 - Advanced Cost Accounting Credits: 3.00
Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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 225 and BA 385. Student must have at least junior standing to register for this course.

BA 430 - Small Business Consulting 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.

BA 431 - Gaming Marketing Credits: 5.00
Strategic marketing of tribal gaming operations. Student must have at least junior standing to register for this course.
BA 432 - Hospitality Operations Mgmt Credits: 5.00
Strategic management of hospitality operations. Student must have at least junior standing to register for this course.

BA 433 - Gaming Law Credits: 5.00
Federal and state regulation of tribal gaming. Student must have at least junior standing to register for this course.

BA 434 - Hospitality Law Credits: 5.00
Federal and state regulation of hospitality law. Student must have at least junior standing to register for this course.

BA 436 - Strategic Travel/Tourism Mgmt Credits: 5.00
Principles and practices of strategic travel and tourism management. Student must have at least junior standing to register for this course.

BA 438 - The Tourism System Credits: 5.00
Understanding the structure and function of the tourism system. Student must have at least junior standing to register for this course.

BA 471 - Independent Business Mgmt Credits: 3.00
Study of operational management of independent businesses including analysis of location, markets, risks, financing, merchandising, inventory and time control. Student must have at least junior standing to register for this course.

BA 482 - Project Mgmt/Planning/Control Credits: 5.00
Managing projects is one of the key aspects in today’s business operations. It requires a blend of theory and practice. In this course, emphasis will be given to practical examples. Students will learn how to manage projects by focusing on project planning, organization, team building, and effective control mechanisms. Prerequisite: BA 321. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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 topics including exchange risk. The last part of the course covers a number of topics including foreign exchange market, foreign currency transactions, and international monetary systems.
of financial problems faced by MNC’s. Prerequisite: BA 313. Student must have at least junior standing to register for this course.

**BA 487 - International Management 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. Student must have at least junior standing to register for this course.

**BA 490 - Senior Project Credits: 5.00**
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, BA 225, BA 312, BA 313, and BA 321.

**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 225, BA 312, BA 313, and BA 321. Student must have at least junior standing to register for this course.

**BA 507 - Seminar Credits: 1.00 TO 6.00**
Seminar. Student must have graduate standing to register for this course.

**BA 510 - Selected Topics Credits: 1.00 TO 6.00**
Special Topics. Student must have graduate standing to register for this course.

**BA 515 - Marketing Strategies & Tech Credits: 5.00**
This course deals with the development of marketing strategies for services and products in the current, very dynamic, marketing environment. Course objectives include: the development of the skills and techniques needed to form successful marketing strategies; an enhancement of analytical abilities to discern patterns and discrete pivotal events in company history; an enhancement of writing and presentation skills focused on presenting ideas based on deep analysis of data. The course will focus on the development of viable marketing strategies based on extensive data from current companies in the marketplace. Marketing is pervasive in the activities of any organization and developing successful marketing strategies is central to the survival of that organization. Student must have graduate standing to register for this course.

**BA 520 - Financial Strategies/Tech Credits: 5.00**
This course deals with the concepts and skills involved in financial management. Emphasis is placed on developing an understanding of the core responsibilities of the financial manager in creating and maintaining wealth. Through the use of the course text, classroom lectures, case studies, and assigned reading the student will gain an understanding of the scope and complexity of financial management with respect to capital budgeting, capital structure, and financing options through the capital markets. Student must have graduate standing to register for this course.

**BA 530 - Contemporary Mgmt & Org Credits: 5.00**
This course applies the disciplinary concepts and theories to the functions of modern management and organizations. It adopts a hands-on approach toward the learning of advanced skills and approaches to task planning, decision making, and problem solving. Various techniques of management are introduced and practiced through research work, case analysis, and project design. The training challenges students to manage through innovation and enhances their leadership capabilities. By reviewing the impact of changing social, economic, and technological environments, the class examines the patterns of strategic human resource management, teamwork, work process design, communication, innovation, and organizational change. Student must have graduate standing to register for this course.

**BA 540 - Operations Management Credits: 5.00**
This course focuses on managerial issues arising in the operation of both manufacturing and service industries. The objectives of the course are to familiarize students with the problems and issues of confronting operations managers, and to introduce language, conceptual models, and analytical techniques that are broadly applicable in confronting such problems. The spectrum of different process types used to provide goods and services is developed and then examined through methods of process analysis and design. Operation Management is a key element in controlling the production process in every business providing a good or service. Regardless of the format or objective of the operation, managers must be able to analyze the efficiency of each segment of the business. In the competitive environment of national and international business, the success of any organization depends upon the skill of the management team in developing, maintaining and controlling the production and distribution of goods and services. Student must have graduate standing to register for this course.

**BA 550 - Mgmt Information System Credits: 5.00**
This course provides an overview of contemporary Management Information Systems (MIS). It emphasizes the broader environments of Information Systems (IS) and Information Technology (IT) and their impact on the organization and the non-MIS manager. The course describes a diversity of technical, managerial and professional knowledge, which are needed for the non-MIS manager to optimize success in the typical technology rich organization of today. Current business and technology trends and drivers, including emerging technologies, that affect the present and future of IS and organizations are presented as well. Student must have graduate standing to register for this course.

**BA 560 - Business Ethics/Govt/Society Credits: 5.00**
The course’s main objective is to provide business managers with an ethical basis for making business decisions. In order to achieve this objective, the course will begin by exploring the complex nature of the interrelationships between business, government and society. Next, we will examine the meaning of corporate social responsibility and the concerns of various stakeholders including those outside the business
environment. Throughout the course, we will use assigned readings, case analysis and class discussion to explore the ethical issues that arise in business and to develop a foundation for responding to ethical dilemmas in a responsible manner. Student must have graduate standing to register for this course.

**BA 570 – Intl Business Strat/Tech Credits: 5.00**
In the international arena, organizations often plunge into new, unfamiliar, or asymmetrical provinces, and confront challenges in operation. This course examines unique features of international business, and introduces a variety of management strategies and techniques in international trade, global sourcing, licensing, FDI, marketing and finance. In examining the global environmental impact, the course delivers a comprehensive package of knowledge in diverse economics, cultures, socio-economic systems, and familiarizes students with distinct features of major international markets. To facilitate the learning, students engage in case analyses, research, and project design. By exposing students to volatile environments to which international operation is subject, the class takes an in depth look at the issues that are critical for management success. Student must have graduate standing to register for this course.

**BA 580 - Competition/Strat Mgmt Credits: 5.00**
Much has been written about the breathtaking changes that are redefining industries and forcing companies in almost every economic sector to re-examine their strategies. Many observers believe that a fundamental “paradigm shift” is underway. The shift seems to be away from striving for mass production efficiencies, hierarchical organization, and bureaucratic control over large diversified firms and masses of employees and toward more flexible, focused, horizontal corporations that change continuously, solve problems spontaneously, and compete. In this course a dynamic approach to competitive analysis that is well suited to today’s turbulent environment is developed. In exploring these emerging developments, this course integrates conceptual knowledge about Strategic Management with opportunities to develop practical managerial skills through the analysis of business cases and through participation in a business strategy computer simulation where concepts are applied to real-world organizations. Teamwork in strategic problem solving is emphasized in a setting that approximates the management teams typically charged with such tasks. Case Team debates inject a bit of competition. Student must have graduate standing to register for this course.

**BA 699 - Master Project Credits: 5.00**
Following the successful completion of the first stage of the MBA program (core courses), participants will commence work on a project, which will be formally crafted and submitted as a Masters Thesis. The aim of the project leading to a Masters Thesis is to test the applicability of core and elective learning to a specialist area of management under the guidance of an academic facilitator. Student must have graduate standing to register for this course.
will be evaluated for credit by an EOU FSA faculty member. Submission of training for credit does not guarantee credit will be granted. Please contact the FSA program coordinator within the College of Business at EOU for more information.

REQUIREMENTS FOR THE BA OR BS IN FIRE SERVICES ADMINISTRATION

1. All students, including those with an Associate Degree in Fire Science / Fire Protection Technology or related degree, 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)

EOU's Fire Services Administration program strongly encourages substantial firefighting experience training equivalent to the Firefighter II designation. The FSA program coordinator determines all lower division course equivalencies. Waivers may be granted at the discretion of the FSA program coordinator.

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 Fire Investigation & Analysis (3)
      - FSA 311 Principles of Fire Protection Management (3)
      - FSA 313 Personnel Management For Fire & Emergency Services (3)
      - FSA 315 Organization for Fire Protection (3)
      - FSA 317 Fiscal Management for Fire Protection (3)
      - FSA 319 Political & Legal Foundations of Fire Protection (3)

   b) Advanced Institute Capstone (3)
      (Choose one from one of seven 400+ level Advanced Institutes, which are available both onsite and online)

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

4. Complete institutional graduation requirements including:

   a) Students must successfully complete the institutional math requirement with a grade of “C-” or better.

   b) Students must meet the University Writing Requirement for the FSA Major.

   c) For the Bachelor of Arts degree, the student must demonstrate foreign language proficiency.

(Note: See additional institutional graduation requirements in this catalog or on the FSA Degree Program checklist.)

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 Services Delivery Credits: 3.00
Explores multi-agency planning, deployment and operations as they relate to multi-alarm incidents, target hazards and major disasters. Student must have at least sophomore standing to register for this course.

FSA 309 - Fire Investigation & Analysis Credits: 3.00
This course examines the technical, investigative, legal, and social aspects of arson, including principles of incendiary fire analysis and detection, environmental and psychological factors of arson, legal considerations, intervention, and mitigation strategies. Student must have at least sophomore standing to register for this course.

FSA 311 – Principles Of Fire Protection Management Credits: 3.00
An investigation of management and supervisory responsibilities including motivation, discipline, human relations, training, communications, followship, planning, leadership, and management-employee relations. Student must have at least sophomore standing to register for this course.

FSA 313 - Personnel Management For Fire & Emergency Services Credits: 3.00
This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining. Student must have at least sophomore standing to register for this course.

FSA 315 – Organization For Fire Protection Credits: 3.00
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, and inter-municipality fire services. Student must have at least sophomore standing to register for this course.

FSA 317 - Fiscal Management Credits: 3.00
The budget process, taxation and assessment, operations planning, financial aid and grant programs, allotment of resources, analysis of expenditures and productivity, and management information systems. Student must have at least sophomore standing to register for this course.

FSA 319 - Political & Legal Foundations Of Fire Protection Credits: 3.00
This course examines the legal aspects of the fire service and the political and social impacts of legal issues. This course includes a review of the American legal system and in-depth coverage of legal and political issues involving employment and personnel matters, administrative and operational matters, planning and code enforcement, and legislative and
political processes with regard to the fire service. Student must have at least sophomore standing to register for this course.

FSA 336 – Managerial Issues in Hazardous Materials: Credits: 3.00
This course presents current issues in management of a department-wide hazardous materials program. It includes issues that are pertinent to officers and managers in public safety departments, including regulations and requirements for hazardous materials preparedness, response, storage, transportation, handling and use, and the emergency response to terrorism threat/incident. Subjects covered include state, local, and federal emergency response planning, personnel and training, and operational considerations such as determining strategic goals and tactical objectives. Student must have at least sophomore standing to register for this course.

FSA 345 - Multiculturalism In Emergency Services Credits: 5.00
This course examines how multiculturalism affects every aspect of our society and its impact on the emergency services workforce. This course provides an extensive familiarization with communication styles, customs, language and behavioral patterns of various cultures, ethnic groups and other dimensions of diversity. The course addresses cultural competency relevant to emergency services operations and administration. Students taking this class will analyze effective workforce multicultural and diversity strategies in decision making and daily activities as it relates to groups employed by and encountered by emergency services professions. Student must have at least sophomore standing to register for this course.

FSA 360 – Aviation Management In Fire Suppression Credits: 3.00
This course examines aviation resource use in the wildland/urban interface environment, hazard/risk analysis and mitigation techniques, multiagency aviation resource acquisition and deployment planning, aviation asset utilization in suppressing wildfire, multiagency Incident Command System, basic fire behavior, dispatching of aviation resources, multiagency aviation policies, procedures and implementation of aviation assets, analysis of aviation programs within the fire community, aviation communication techniques and procedures, command/control dynamics, strategic and tactical considerations, support and supervision procedures, and aviation program evaluation. Prerequisites: FSA program admission or consent of instructor.

FSA 407 - Seminar Credits: 1.00 TO 15.00
Student lecture and written paper on fire, EMS or emergency management topics. Prerequisite: Junior standing.

FSA 409 – Practicum Credits: 1.00 To 15.00
A practical internship with local/regional partners in work related to the Fire Service, EMS, or Emergency Management. Students will gain practical experience while also completing a scholarly component agreed to between the student, practicum advisor and the student’s field advisor. Prerequisites: FSA program admission or consent of instructor.

FSA 410 – Selected Topics Credits: 1.00 To 6.00
An in-depth review of a current issue in Fire Service Administration, EMS Administration, or Emergency Management intended to enhance a student’s knowledge and understanding of relevant current events. Prerequisites: FSA program admission or consent of instructor.

FSA 411 – Management Information Systems Credits: 3.00
This course examines how information technologies affect every aspect of our economy and society, and are transforming work within and across public organizations. This course introduces information technologies that are critical to modern fire service organizations, discusses technology and adoption trends, and explores the evolving role of IT in the public sector. The course covers information technologies relevant to fire service operations, decision making, and e-business. Students taking this class will understand the role of information technologies in managerial decision making and daily activities, the place for such technologies, and their public sector applications, environmental constraints, and relevance to strategy and planning. Student must have at least junior standing to register for this course.

FSA 415 – Local Government Administration and Community Politics Credits: 3.00
This course provides students with a basic understanding of the structure and function of local government in the United States by examining the legal, political, social and economic factors influencing local policies and relationships with communities of interest. The role of citizens, films, states, and federal authorities in shaping the public agenda are critically examined to gain an understanding of decision making processes. Student must have at least junior standing to register for this course.

FSA 417 - Advanced Fiscal Management Credits: 3.00
This course examines laws relating to public agency budgeting: formulating a mission statement, goals and objectives; analyzing productivity; preparing a budget; the hearing process; and quarterly allotments. Student must have at least junior standing to register for this course.

FSA 419 - Advanced Legal Aspects Of Fire Protection Credits: 3.00
Overview of the U.S. Constitution and its relation to state laws; the nature of torts against fire services agencies and individuals; a fire department’s responsibilities based upon state laws; court cases which have impacted department operations and their effects upon such operations; fire department compliance with hazardous materials right-to-know legislation; and identification of five current legal issues which could impact fire department operations (such as sexual discrimination and privacy issues). Student must have at least junior standing to register for this course.

FSA 421 - Advanced Fire Service Master Planning Credits: 3.00
This course covers the processes and steps used to develop a cost effective delivery system of public services. This delivery system is designed to provide the level of service/protection that a community desires and is based upon acceptable risks
and costs. Prerequisite: Must be professional firefighters, fire related emergency services professionals, or have the major of FSA. Student must have at least junior standing to register for this course.

**FSA 423 - Labor Management Relations Credits: 3.00**
A labor relations course that will introduce the student to the complex world of collective bargaining. It will review the history of the labor movement in the United States and give diligent consideration to the National Labor Relations Act. Additionally, the Fair Labor Standards Act, the Railway Labor Act and Public Sector Labor cases will be studied. Student must have at least junior standing to register for this course.

**FSA 445 – Organizational Psychology Credits: 3.00**
This course will focus on how fire safety organizations function, based on the psychology of individuals within that organization, and how those individuals interact within groups. Students will be involved in applying the behavioral and social science principles studied to their real life situations as fire professionals. Topics including human motivation, leadership, conflict resolution and organizational structure. Student must have at least junior standing to register for this course.

**FSA 460 – Advanced Aviation Management In Fire Suppression Credits: 3.00**
This course examines aviation program management in the wildland/urban interface environment, aviation policy development and requirements, development of flight operational standards and procedures, the use of “Restricted” category aircraft, aviation life support equipment and use, identification and implementation of established maintenance standards, development of standards for an “approval” process of aviation assets, development of user training and standards, development of a decision making process for program management, identify and develop acquisition methods and the implementation of contracting assets, identify and develop a safety culture in aviation, hazard/risk analysis and mitigation techniques, multiagency aviation resource acquisition and deployment planning, aviation asset utilization in suppressing wildfire, aviation program infrastructure development, multiagency cooperation, working within budgetary constraints of an aviation program, multiagency aviation policies, procedures and implementation of aviation assets, analysis of aviation programs within the fire community, command/control dynamics, strategic and tactical program considerations, program support and supervision procedures, and aviation program evaluation. Prerequisites: FSA program admission or consent of instructor.

**Eastern Oregon University**

**Liberal Studies**

(This major is also available via online/onsite)

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 the College of Arts and Sciences, the College of Education, and the College of Business a full description of the Liberal Studies Degree Program is located in the College of Arts and Sciences section.

**Eastern Oregon University**

**Military Science**

Eastern Oregon University and the Oregon Army National Guard offer a unique leader development program specifically for the civilian career-minded student. The Reserve Officer Training Corps (ROTC) program and curriculum provides motivated young men and women exciting and valuable instruction in a variety of areas such as decision-making, goal-setting, teambuilding, 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.

ROTC/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 courses, is usually taken in your freshman and sophomore years, and is open to any student enrolled at EOU. Your participation in this course is completely voluntary and requires no military commitment. Instruction is oriented on 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. For those students further into their academic cycle, Leader Training Course (MS 205) can substitute for the MS 100 and 200 courses.

**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. Normally, during the summer between your academic junior and senior years, you will attend the four week Leader Development Assessment Course, where you will apply the training you received. This training is presented in a challenging, 24-hour-a-day format. You are paid while attending this training. 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 military.

**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. Have completed either MS 100 and 200 level courses or attended Leader Training Course (MS 205)
4. Be in good health as evidenced by a current physical,
5. Be of good moral character and behavior, and
6. Be an admitted full-time student at Eastern Oregon University.
7. 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 decide to pursue a commission and participate in the ROTC/GOLD program. As a full-time student, dormitory scholarships as well as two and three year ROTC scholarships are available, both competitive and the Guaranteed Reserve Forces Duty scholarship, currently $10,000 plus $1200 for books per year plus a monthly stipend. Should you decide to join the National Guard, or already be a Guardsman, additional benefits are available, including the Montgomery GI Bill, and the Student Loan Repayment Program (for existing loans up to $60,000 (as of Jan 2010). Drill pay increases to that of a Sergeant if you enroll in the Simultaneous Membership Program (where you drill as a cadet). As a National Guard soldier in the ROTC/GOLD program, you are eligible for the 100% 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 significant financial assistance as you complete the program.

**COMMISSIONING**
When you complete the Advanced Course and receive your degree, you are commissioned as a Second Lieutenant. You receive an officer specialty, and are assigned to a unit based on your personal preference, academic background, ROTC/GOLD recommendations, and the needs of the Army. As a newly commissioned officer, you normally attend a Basic Officer Leadership Course (BOLC) in your specialty shortly after graduation. BOLC is two months or longer, depending upon your specialty, for which you are paid as an active duty Second Lieutenant. Your Reserve commission permits you to serve in any state’s National Guard, Active Duty, or Army Reserve unit as position vacancies exist.

**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 – Leadshp & Personl Develpmnt Credits: 1.00**
This course introduces you to the personal challenges and competencies that are critical for effective leadership, such as goal setting, time management, physical fitness, and stress management.

**MS 102 – Intro To Tactical Leadrshep I Credits: 1.00**
This course introduces you to the personal challenges and competencies that are critical for effective leadership, as it relates to officerhood and the Army profession.

**MS 103 – Intro To Tactical Leadrshep II Credits: 1.00**
This course introduces you to the personal challenges and competencies that are critical for effective leadership. The focus is on developing basic knowledge and comprehension
of Army leadership dimensions, attributes and core leader competencies.

**MS 201 - Land Navigation Credits: 2.00**
This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and aspects of personal motivation and team building.

**MS 202 – Foundations Of Leadership Credits: 2.00**
This course explores the dimensions of creative and innovative tactical leadership strategies and styles. Aspects of personal motivation and team building are practiced planning, executing and assessing team exercises.

**MS 203 – Fndtns Of Tactical Ldrshp Credits: 2.00**
The focus continues in this course to build on developing knowledge of the leadership attributes and core leader competencies through the understanding of Army rank, structure, and duties as well as broadening knowledge of land navigation and squad tactics.

**MS 205 – Leadership Training Course Credits: 4.00**
A five-week basic intern leadership training course conducted at Fort Knox, Kentucky. The student receives pay, travel, lodging, and most meal costs are defrayed by the Army. The environment is rigorous. Military obligation not incurred.

**MS 301 – Adaptive Team Leadership Credits: 3.00**
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor and other ROTC cadre and MS IV Cadets will evaluate you using the ROTC Leader Development Program (LDP) model. Prerequisite: MS 203 or consent of instructor.

**MS 302 – Applied Team Leadership Credits: 3.00**
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. You will receive systematic and specific feedback on your leader attributes values and core leader competencies from your instructor using the ROTC Leader Development Program (LDP) model. Prerequisite: MS 301.

**MS 303 – Applied Team Leadership II Credits: 3.00**
This is an academically challenging course where you will study, practice, and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development, and small unit tactics at the team and squad level. This course will help prepare you for success at the ROTC Leader Development and Assessment Course (LDAC) which you will attend during the summer at Fort Lewis, WA. Prerequisite: MS 302.

**MS 304 – Leadshp Develpmnt & Assessmnt Credits: 4:00**
A very challenging course that tests your leadership, military tactics, techniques, and procedures, as well as your critical thinking abilities. Prerequisites: MS 300-series and LTC or Army Basic Training.

**MS 401 – Adaptive Leadership Credits: 3.00**
This course is a practical application of adaptive leadership. Students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamentals of principles of training, the training management, the Army writing style, and military decision making to weekly training meetings. Students will be given numerous opportunities to train, mentor, and evaluate underclass students enrolled in the ROTC Basic Course while being mentored and evaluated by experienced ROTC cadre. In addition, students in this course are rotated through a variety of leadership positions that support a variety of ROTC battalion training and recruiting events. Prerequisite: MS 303.

**MS 402 – Leadshp In Complx Wrld I Credits: 3.00**
This course is a practical application of adaptive leadership. Students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamentals of principles of training, the training management, the Army writing style, and military decision making to weekly training meetings. The student will study the Army officer’s role in the Uniform Code of Military Justice, the counseling of subordinates, administrative actions, and the management of an Army officer’s career. Prerequisite: MS 401.

**MS 403 – Leadshp In Complx Wrld II Credits: 3.00**
This course is a practical application of adaptive leadership. Throughout the term, students are assigned the duties and responsibilities of an Army staff officer and must apply the fundamentals of principles of training, the training management, the Army writing style, and military decision making to weekly training meetings. Students will be given numerous opportunities to train, mentor, and evaluate underclass students enrolled in the ROTC Basic Course while being mentored and evaluated by experienced ROTC cadre. Prerequisite: MS 402.

**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. Student must have at least junior standing to register for this course.
The College of Education is home to Eastern’s professional programs in Teacher Education, Physical Activity and Health and the Master of Science in Education. Approximately one-third of Eastern’s graduates select majors or licensure programs offered by the College. The faculty of the College of Education is dedicated to meeting the University’s mission of serving rural Oregon and beyond through professional programs of instruction, research, and service. We have a special commitment to the educational needs of public schools and teachers and to health promotion specialists in the eastern region of Oregon.

The faculty of the College is committed to quality learning opportunities for our students at both the undergraduate and graduate levels. Each program is grounded in current theory and substantial content subject mastery matched with opportunities for application including practica, internships, and field placements.

Physical Activity and Health offers a major with three concentrations, and Liberal Studies BA/BS in Business and Health promotion and three minors. Teacher education offers two undergraduate majors, Multidisciplinary Studies and Elementary Education, and a minor in English for Speakers of Other Languages, courses of study in Reading and English for Speakers of Other Languages (ESOL), a graduate initial preparation program (Master of Arts in Teaching), and a Master of Science degree with several graduate endorsement preparation programs (ESOL, Literacy, Library Media and Special Education).
TEACHER EDUCATION
The College of Education is dedicated to providing high quality teacher preparation programs.

The catalog information provides general information about these programs. Program requirements are responsive to external accreditation and to the rules established by Oregon’s Teacher Standards and Practices Commission (TSPC). It is important that interested students obtain the most current advising information by consulting education advisers and obtaining the most current College of Education advising handbooks and admission materials.

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

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

2. Master of Arts in Teaching (MAT): The MAT is a post baccalaureate degree designed for those interested in either elementary or secondary teacher licensure. The program requires a year of graduate coursework as well as field experiences in a public school. Candidates may qualify for a teaching license at two authorization levels and, with an additional summer session of coursework, a Master of Arts in Teaching 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 MAT 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 year. Please contact the College of Education for the current Admissions Packet for specific requirements and procedures for each program.

OUTCOMES
The Initial Teacher Preparation Programs (CUESTE and MAT) are guided by the mission statement and conceptual framework developed by the College of Education faculty. They are aligned to the 10 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards adopted by the Teacher Standards and Practices Commission of Oregon.

ASSESSMENT
Multiple points of assessment are implemented in both the undergraduate and graduate teacher preparation programs. Candidates are assessed in the areas 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 designated general education and core coursework with a grade point average that meets program standards, passage of standardized tests and experience with students in an educational context 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. A major requirement for teacher candidates is to design work samples and implement lessons in field practica. The assessment of these critical tasks assures that students will meet minimum professional standards. In the culminating experiences of the program, professional skills, applications of subject and pedagogical knowledge and personal, social and professional ability are assessed. The final and cumulative assessment of students occurs in student teaching. Multiple observations by Cooperating Teachers and University Supervisors give students feedback on performance indicators. This capstone requirement ensures that the teaching professional exits the program with competency in the program outcomes.

OVERVIEW OF CUESTE: CURRICULUM FOR UNDERGRADUATE ELEMENTARY SCHOOL TEACHER EDUCATION
Students interested in becoming elementary teachers through EOU’s CUESTE program must complete the Multidisciplinary Studies Degree, the Elementary Education Major, and additional credits in a specialization area, such as reading, ESOL, or mathematical studies.

ADMISSION TO THE CUESTE PROGRAM
As early as the sophomore year, eligible students may seek formal admission to the Education Major of CUESTE. An application process is held at least once a year. Required admission materials and application forms are published prior to each admission cycle and have the most current EOU admissions information.

DUAL MAJORS: MULTIDISCIPLINARY STUDIES AND ELEMENTARY EDUCATION
Students seeking a career as an elementary teacher must complete both the Multidisciplinary Studies (MDST) and Elementary Education majors.

MULTIDISCIPLINARY STUDIES
The Bachelor of Science or Bachelor of Arts* in Multidisciplinary Studies requires a minimum of 180 hours for graduation, including a specific distribution of coursework
in the liberal arts, completion of the general education distribution, University Writing Requirement, two academic minors or courses of study, and 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 required courses and/or competencies for the degree are listed below. A checklist of specific courses is available from the College of Education.

Literature
American Government
Art History or Art Appreciation
Psychology
Geography
American History
World History
Cultural/Ethnic Awareness
Creative Arts
Fundamentals of Elementary Mathematics
Music Fundamentals
One science sequence plus one course in each of the other sciences so that content in life, earth, and physical sciences is addressed
Health and lifestyle fitness awareness
Communications
Writing at the 200 level

LEARNING OUTCOMES—MULTIDISCIPLINARY STUDIES DEGREE
Students who successfully complete the requirements for the CUESTE Program will demonstrate the following outcomes:

- Communication/Integrated Learning: Have the ability to demonstrate effective teaching methodologies, plus an aptitude for flexibility within those learned methods in the context of varying instructional situations.


- Inquiry/Critical Thinking: Have acquired an understanding of the influence of language on the learning process and the use of this knowledge to facilitate learning. Engage in teaching as inquiry through reflection.

- Civic Engagement/Critical Thinking: Recognize that teaching will take place in a society that is growing in terms of diversity and complexity, and that adaptation to the ever-changing face of education will be required.

*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.

TYPICAL FIRST YEAR CURRICULUM
Math courses at the appropriate levels
Writing 115, 121 as needed
Science sequence (100- or 200 level)
Other 100/200 level MDST coursework
HWS 250/298
Speech or Theater
MUS 101
ED 142 (Intro to Education, 1 credit)
ED 242 - as early as Spring term of Freshman year.

TYPICAL SECOND YEAR CURRICULUM
Continue general education coursework
Additional science coursework
200-level Math, if eligible
Academic Minor or course of study coursework, if lower division
ED 242 (Education Concepts, 3 credits)
ED 209 (Practicum, 1 or more credits)

TYPICAL THIRD AND FOURTH YEAR CURRICULUM
Complete lower division coursework
Upper division coursework for Academic minor or Course of Study
Upper division coursework—MATHE 333, ART 390, ENGL 316

Students who do not plan to pursue a teaching career may complete a Multidisciplinary Studies Major without the Elementary Education Major. The degree will be completed with two minors or courses of study approved by an education adviser.

ELEMENTARY EDUCATION MAJOR
Foundational Education Experiences:
ED 142 Education Orientation (1) (optional)
ED 242 Education Concepts (3)
ED 309 Structured Practicum (0-3)

Primary Core:
ED 480 Primary Learning Cycle (2)
ED 480L Primary Learning Cycle Lab (0)
ED 481 Primary Curriculum/Standards: Art & Music (1)
PES 481 Primary Curriculum/Standards PES (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)
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 the ESOL endorsement to a license by completing the course of study, including 90 clock hours of practicum, and obtaining a passing score on the TSPC-designated test.

Required Courses 23 credits
ENGL 316 Approaches to Grammar (4)
ED 130 Cultural Differences in American Education (2)
ED 361 Foundations of Second Language Education (3)
ED 462 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 437 Emergent Literacy (2)
ED 446 Sociolinguistics for Teachers (3)
ED 479 ESOL Practicum II (2)

Recommended Course
ED 423 Praxis Review (1)

English for Speakers of Other Languages (ESOL) Minor
The ESOL Minor includes all the requirements of the ESOL course of study plus ED 422 and an additional 3-5 elective credits. In addition, all ESOL Minor candidates must demonstrate experience in non-native language learning. A specific minor checklist is available from the College of Education.

MDST Provision for Non-Elementary Licensure Candidates
Students not seeking elementary teacher 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 ED 499: Senior Seminar.

ASSOCIATE OF ARTS IN EDUCATION DEGREE
The Associate of Arts (AA) in Education is a benchmark toward entry into a teacher preparation program, specifically the Multidisciplinary Studies (MDST) degree. The AA guides both the freshman and sophomore years, and, with appropriate planning, a student can receive a Certificate in Education at the end of the freshman year. All courses listed for the AA in Education may apply toward the Multidisciplinary Studies degree and support the student in advancing toward a bachelor’s degree and elementary teacher preparation.

The AA in Education is valuable for those seeking employment as educational assistants in K-12 education or for those working in early childhood settings. It is also useful for those wishing to enter into social services types of employment.
Art 101 Foundations of Visual Literacy (4)
Eng Any lower division Literature (3)
Natural Mathematical & Informational Sciences (SMI)
MTH 211 or 212 or 213 (4)
One sequence in Biology, Geology, Physical Science or Chemistry (9-12)
One course in another science (3-4)
(One science course must include a lab.)
Social Sciences (SSC)
Geog 105 Cultural Geography (5)
Psy 201 Intro to Psychology (4)
HIST 101, 102, 111 or 112 World History (5)
HIST 201 or 202, American History (5)
POLS 101, American Government (5)
Artistic Process and Creation (APC)
Music 101 (3)
Any artistic creation course other than music (3)
Gateway (GTW)
Core 101 (1-3), if recommended
LIB 127 Information Access (3)
English Composition, 2 courses, WR 121 or higher (6)
COM 111 or COM 112 Speech/Communications (3)
Other
ED 142 Education Orientation (1)
ED 109 or 209 Practicum (1-3)
ED 130 Cultural Differences American Education (2)
ED 202 Linguistic/Cognitive Development (3)
ED 220 The Growing Child (3)
ED 234 Early Childhood Literature 2
HWS 250 or 298 Health/Wellness (3)
Technology (BA 131) (3)
Electives to reach 90 credits (4-12)

Total 90

CERTIFICATE IN EDUCATION
The Certificate in Education is designed to lead to the AA in Elementary Education. Both are benchmarks toward entry into a teacher preparation program, specifically the Multidisciplinary Studies (MDST) degree. The certificate guides the freshman year but also can serve as a stand-alone preparation for work. All courses listed for the Certificate in Education apply toward the MDST degree and support the student in advancing toward a bachelor’s degree and CUESTE (elementary teacher preparation).

The certificate alone is valuable for those seeking employment as educational assistants in K-12 education or for those working in early childhood settings. It is also useful for those wishing to enter into social services types of employment.

Course Credits
ED 142 Education Orientation (1)
BA 131 Technology (3)
ED 130 Cultural Differences American Education (2)
ED 109 or 209 Practicum (1-3)
LIB 127 Information Access (3)
WR 115 or higher (3)
Art 101 (4)
Music 101 (3)
Science class (biology, geology, chemistry or physical science) (3-4)
History or Geography (3-5)

Introduction to Literature or Speech (3)
HWS 350 or 298 Health/Wellness (3)
ED 202 Linguistic/Cognitive Development (3)
ED 234 Early Childhood Literature (2)
ED 220 The Growing Child (3)
Math: one course at a level appropriate
to the student, credits vary
Electives (0-7)

Total credits needed for the certificate: 45

LIBERAL STUDIES BA/BS DEGREE: EARLY CHILDHOOD EDUCATION CONCENTRATION
The Liberal Studies degree, with a concentration in Early Childhood Education, is an online bachelor’s degree program for early childhood educators. The program content is multidisciplinary and integrative in relation to areas of family and child development, literacy, health, curriculum, administration and diversity. The degree’s core courses build and expand on each student’s knowledge, skills and perceptions necessary to work in an early childhood setting. This degree does NOT lead to teacher licensure.

This degree is intended for those who have preparation and experience in early childhood education and requires admission to program prior to registration for any ECED courses. The ECED concentration requires 60 upper division credits with 48 of those credits having the ECED prefix, accompanied by 12 planned electives.

Required Courses: 48 credits
ECED 305 Early Chldhd Ed Clsrm Comm (3)
ECED 315 Crit Iss/Rsrch Early Chldhd Ed (3)
ECED 320 Child and Family Literacy I (3)
ECED 330 Early Childhood Dev I (3)
ECED 340 Child and Family Health I (3)
ECED 350 Admin Early Childhood I (3)
ECED 360 Early Chldhd Curr/Lm I (3)
ECED 370 Ling/Culturally Div Chld I (3)
ECED 420 Child and Family Literacy II (3)
ECED 430 Early Childhood Dev II (3)
ECED 440 Child and Family Health II (3)
ECED 450 Admin Early Childhood II (3)
ECED 460 Early Chldhd Curr/Lm II (3)
ECED 470 Ling/Culturally Div Chld II (3)
ECED 490 Early Childhood Capstone I (3)
ECED 492 Early Childhood Capstone II (3)
ECED 490 One-term Capstone (3)

For those admitted to program prior to June 2010.
Electives: 12 upper division credits. Elective courses must be related to and support the content of the six core areas: Literacy, development, health, administration, curriculum and diversity. Electives must be approved by the Program Coordinator.

ECED Program Requirements include:
- 48 credits of core classes listed above are required to be taken at EOU.
- 6 of the 12 elective credits listed above are required to be taken at EOU.
- 15 upper division credits may be transferred into the
program if approved by the ECED Program Coordinator.

Credit Summary for Early Childhood Education Program:
General Education 60
ECED Pre-approved Program Degree Requirements 60
Electives 60
Total Credits 180

OVERVIEW OF THE MAT PROGRAM
The degree program, Master of Arts in Teaching (MAT), is designed for individuals who have a baccalaureate degree and are seeking an initial teaching license. The program features a year-long, field-based experience combined with professional preparation coursework. The program prepares teachers in either Early Childhood and Elementary or Middle Level and High School developmental levels. The program begins with on-campus coursework during summer term, continues with a school-based practicum assignment at the start of the public school year, and includes on-campus coursework during fall and winter terms. Candidates complete the teacher preparation portion of the program in spring term.

An additional term of summer work is required to complete the MAT degree. The program features classroom placements in schools in eastern Oregon in at least two authorization levels with experienced classroom teachers and professional preparation coursework delivered on campus and supported online. The College of Education seeks candidates who demonstrate exemplary professional behaviors, social aptness, personal excellence, and academic competency.

PROGRAM ADMISSION
Admission 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 and submit materials by the designated due date. Resource restrictions in selected locations, levels, or endorsements may limit the number of students accepted to the program. Specific admission requirements, procedures and application materials are available on the college website: http://www.eou.edu/ed/mat/index.html Personal advising is available by calling 541-962-3529.

MAT CORE CURRICULUM
The MAT curriculum supports candidates in learning the basic sets of skills and pedagogical knowledge required of teaching. The Core Curriculum consists of the essential elements of teaching and learning as well as specific methods in each of the subject disciplines.

TYPICAL MAT PLAN FOR ELEMENTARY PREPARATION
First Summer
ED 601 Teaching as a Profession (1)
ED 611 Curriculum/Instruction/Assessment Core (2)
ED 615 Learning/Development/Classroom Dynamics Core (2)
ED 604 Classroom Based Action Research (1)
ED 620 Reading/Language Arts (2)
MTHE 532 Math Methods: ECE (1)
ED 630 Music Methods: ECE (1)
ED 632 Art Methods: ECE (1)

Second Summer
ED 610 Meeting the Needs of Diverse Learners Core (3)
ED 610 Environmental Aesthetics of the Learning Community Core (3)

TYPICAL MAT PLAN FOR SECONDARY PREPARATION
First Summer
ED 601 Teaching as a Profession (1)
ED 650 Curriculum/Instruction/Assessment Core (2)
ED 653 Learning/Development/Classroom Dynamics Core (2)
ED 604 Classroom Based Action Research (1)
ED 660 Secondary Methods (2)
ED 656 Content Area Literacy (2)
ED 609 Field Placement (0)

Second Summer
ED 610 Meeting the Needs of Diverse Learners Core (3)
ED 610 Environmental Aesthetics of the Learning Community Core (3)

TOTAL CREDITS: 58
Upon approval of the program coordinator, a maximum of 15 credits may be transferred from another institution into the Master of Science program and counted toward either a focus area or electives. 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 that ED 516 may be taken before ED 515.

ED 500 MS Seminar (2)
ED 515 Quantitative Rsrch (3)
ED 516 Qualitative Rsrch (3)
ED 517 Lit Reviews in Ed Rsrch (3) concurrent with ED 506 Special Ind Study (1)
ED 518 Research Proposal (2) concurrent with ED 506 Special Ind Study (1)
ED 519 Research Completion (4)

B. FOCUS AREA COURSEWORK (15 Credits)

Literacy Focus
Students choose 15 credits from the following courses:
ED 560 Foundations for Literacy Learning (2)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3)
ED 563 Literacy in a Selected Content Area (2)
ED 564 Literature in the Literacy Program (2)
ED 565 Techniques of Literacy Assessment for the Classroom Teacher (2)
ED 567 Spelling Matters (2)
ED 568 School Reading Programs (3)
ED 569 Issues and Research in Literacy (2)
ED 581 Literacy in the Middle Level and High School (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3)
ED 584 Miscue Analysis (3)
ED 586 Comprehension Strategies (3)
READ 512 Foundations of Literacy: ECE/ELEM (3)
READ 513 Foundations of Literacy: Mid/High (3)
READ 514 Linguistics for Teachers (3)
READ 531 Teaching Struggling Adolescent Readers (3)
READ 536 Teaching Phonics/Word Study (1)
READ 550 Foundations Second Language Ed (3)
READ 575 Lit Assess ELL Student (3)
READ 594 Young Adult Literature (3)
READ 595 Multicultural Literature (1)

Special Education Focus
Students in the Special Education focus must be part of a Special Education cohort seeking the Special Education endorsement. Fifteen credits of the coursework in the endorsement course of study may be used for the cognate. Remaining credits may be counted as elective for the MS program.

Curriculum and Instruction Focus
Students take one course in Curriculum, one course in Education Psychology (learning theory or development), one course in Education Foundations, one course in Current Issues/Topics in Education, and one course in Literacy or ESOL.
ESOL – English for Speakers of Other Languages Focus

Students take the following courses:
ED 544 Language and Cognition in Second Language Learners (3)
READ 514 Linguistics for Teachers (3) or
ED 556 Applied Linguistics (3)
ED 545 Foundation of Second Language Acquisition and ESOL Strategies (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 547 ESOL Practicum (3)

Writing Focus
Oregon Writing Project at Eastern (6)
Teacher Research (4)
Advanced Writing Project (4)
Writing for Publication (4)
Reading course (select from ED 560, 561, 562, 567, 581 or READ 512, 513, 531) (3)
Electives (7-8)

Total: 27 credits

Physical Activity and Health Focus
Fifteen quarter credits of courses within the Physical Activity and Health program (PHYSH) may be selected from the courses listed or arranged as individual study. There are no required courses and courses are scheduled on an independent basis with an appropriate instructor in the PHYSH Division. There may be some regularly scheduled graduate level courses offered online and also in the summer term.

GRADUATE LITERACY PROGRAM
Eastern Oregon University offers a graduate reading course of study aligned with national standards and approved by Oregon’s Teacher Standards and Practices Commission (TSPC). Completion of the coursework, including a practicum, and passage of the TSPC-designated standardized test is required in order to add the reading endorsement to an initial or continuing license. Those holding a basic or standard license need to consult with an adviser to determine the requirements for adding the endorsement.

All courses of the graduate literacy program are offered in a distance delivered format. Most classes require access to a classroom where literacy learning may be observed and course strategies might be incorporated.

EOU participates in the ReadOregon collaborative. All of the courses in the graduate literacy program count toward the ReadOregon program.

Required Courses Reading Specialist Preparation: Elementary
ED 560 Foundations of Literacy Learning (2) or
READ 512 Foundations of Literacy: ECE/ELEM (3)
ED 561 Emergent Literacy (3)
ED 562 Literacy in the Elementary Grades (3)
ED 564 Literature in the Literacy Program (2) or
READ 594 Young Adult Literature (3)
ED 568 School Reading Programs (3)

ED 548 Second Language Acquisition Strategies (3) or
ED 545 Foundation of Second Language Education (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3) (Prerequisite: 10 graduate credits in reading and permission of the instructor)
ED 583 Field Experience in Literacy (3 credits – 90 hours)
(Prerequisite: 12 graduate credits in reading, including assessment and leadership classes, and permission of the instructor)

Total: 22-24 Credits

Reading Specialist Preparation: Middle/High School
ED 560 Foundations of Literacy Learning (2) or
READ 513 Foundations of Literacy: Mid/High (3)
ED 561 Emergent Literacy (3)
ED 581 Literacy in Middle/High School (3)
ED 564 Literature in the Literacy Program (2) or
READ 594 Young Adult Literature (3)
ED 568 School Reading Programs (3)
ED 548 Second Language Acquisition Strategies (3) or
ED 545 Foundations of Second Language Education (3)
ED 582 Techniques of Diagnosis and Instruction for the Reading Specialist (3) (Prerequisite: 10 graduate credits in reading and permission of the instructor) or
READ 574 Literacy Assessment: Mid/High (3)
ED 583 Field Experience in Literacy (3 – 90 hours)
(Prerequisite: 10 graduate credits in reading, including assessment and leadership classes, and permission of the instructor)

Total: 22-24 Credits

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 the TSPC designated standardized test. The graduate ESOL program may serve as a focus area in the Master of Science degree.

**Note: Only one graduate transfer course (from another institution) will be accepted toward this program.**

Prerequisites
BS/BA Degree and a Teaching License (any state)

Courses
ED 544 Language and Cognition in Second Language Learners (3)
READ 514 Linguistics for Teachers (3) or
ED 556 Applied Linguistics (3)
ED 545 Foundations of Second Language Education (3)
ED 548 Second Language Acquisition and ESOL Strategies (3)
ED 547 ESOL Practicum (3)

Total: 15 credits

TEACHER-LIBRARIAN (LIBRARY MEDIA) PROGRAM
Eastern Oregon University offers a graduate course of study aligned with national standards and approved by Oregon’s Teacher Standards and Practices Commission (TSPC). Completion of the coursework, including a practicum, and passage of the TSPC-designated standardized test
is required in order to add the endorsement to a teaching license. All courses of the program are offered in a distance delivered format. The teacher-librarian program may serve as a focus area in the Master of Science degree.

**ED 570 School Library Administration** (3)
**ED 573 Reference and Information Services in the School Library** (3)
**ED 575 Information Technology Tools** (3)
**ED 577 Collection Management in the School Library** (3)
**ED 578 Instructional Methods for the Educational Media Specialist** (3)
**ED 579 Ed Media Practicum** (3)

**SPECIAL EDUCATION PROGRAM**

Eastern Oregon University offers teachers who possess a basic or an initial state teaching license an opportunity to pursue their interests and professional objectives in the field of special education. The Special Educator Endorsement Program is designed to provide comprehensive training and experience and to prepare teachers of learners with disabilities for state licensure. Coursework, field experience, and practica are balanced within the program to meet individual teacher preparation needs. The Special Educator Endorsement prepares teachers to teach exceptional learners at the early childhood/elementary level and/or the middle/high school level. The Special Educator Endorsement Program, with a single level authorization requires the completion of 35-44 quarter credit hours of specified coursework, field work and practicum experiences. A second level authorization requires the completion of an additional 9-13 credits of specified field work and practicum experiences.

The Special Educator 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 generally begins with a three week summer session offered on the Eastern 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 combined delivery methods. 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 Endorsement may be applied toward the Master of Science degree in Education. For additional information, contact the Coordinator of Special Education or check online information: http://www.eou.edu/ed/graduate/special_ed.html.

**ADMISSION REQUIREMENTS**

Admission information and application forms are available from the College of Education and online at http://www.eou.edu/ed/graduate/special_ed.html.

**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 Competency Evaluation form, as rated by University and site supervisors.
5. Obtain passing scores on the TSPC-approved standardized test(s).

**Coursework**

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

- Human Development
- Evaluation & Measurement
- Multicultural Education
- Classroom Management

**Required Courses**

**SPED 520 Theories & Characteristics of Exceptionality** (3)
**SPED 522 Legal & Procedural Aspects of Special Education** (3)
**SPED 526 Assessment of Academic & Communication Skills** (3)
**SPED 528 Assessment of Functional, Life, & Transition Skills** (3)
**SPED 530 Assessment Applications: Early Childhood (EC) & Elementary (EL) (1)**
**or**
**SPED 532 Assessment Applications: Middle School (MS) & High School (HS) (1)**
**SPED 534 Planning for the Exceptional Learner (2)**
**SPED 536 Planning Applications: Early Childhood & Elementary (1)**
**or**
**SPED 538 Planning Applications: Middle & High School (1)**
**SPED 540 Academic Methods** (3)
**SPED 541 Communication Methods** (1)
**SPED 542 Academic Methods: Applications EC/EL (1)**
**or**
**SPED 543 Academic Methods: Applications MS/HS (1)**
**SPED 544 Functional, Life & Transition Skills Methods** (3)
**SPED 545 Functional, Life & Transition Methods: Applications EC/EL (1)**
**or**
**SPED 546 Functional, Life & Transition Methods: Applications MS/HS (1)**
**SPED 548 Behavior & Classroom Management for Exceptional Learners (3)**
**SPED 550 Collaboration & Consultation in Special Education (2)**
**SPED 552 Collaboration/Consultation Applications: Early Childhood/Elementary (1)**
**or**
**SPED 554 Collaboration/Consultation Applications: Middle Level/High School (1)**
**SPED 556 Issues in Special Education (3)**
**SPED 558 Field Experience: Early Childhood Exceptional Learners (1-2)**
or
SPED 560 Field Experience: Middle Level Exceptional Learners (1-2)
SPED 562 Practicum: Elementary Special Education (3-6)
or
SPED 564 Practicum: High School Special Education (3-6)

EARLY CHILDHOOD EDUCATION COURSES DESCRIPTIONS

ECED 305 – Early Chldhd Ed Clsrn Comm Credits: 3.00
This course provides practice and guidance in writing that is used by preschool teachers. Students will practice writing for authentic reasons and develop proficiency in writing conventions and mechanics. Students will explore many practical purposes for writing using resources and references that should be available in an early childhood classroom. Prerequisite: Junior status.

ECED 310- Topics Early Chldhd Ed Credits: 1.00 TO 3.00
Special topics in Early Childhood Education. Student must have at least sophomore standing to register for this course.

ECED 315 – Crit Iss/Rsrch In Early Chldhd Ed Credits: 3.00
This course provides students with guidance and practice in finding peer-reviewed articles, reading and interpreting the information, and writing about research in early childhood education. There is a focus on the process of writing a research paper in APA style. As part of this process, students will become familiar with techniques for summarizing information and creating a basic essay. Both discussion and writing assignments are based on the early childhood issues that students select to investigate, the processes of interpreting information from articles, and sharing information that supports scholarly writing. Prerequisites: Sophomore status and Student Contact Form filed with the Office of Liberal Studies.

ECED 320- Child/Family Literacy I Credits: 3.00
An introduction to theory and research on language and literacy development in children, birth through age eight. It develops an awareness of social and cultural differences in language and literacy learning. The emphasis of this course is on early language development and its implications for literacy learning as well as the role of family and environment in developing the foundations of literacy. Prerequisite: ECED 305 and ECED 315. An associate degree in early childhood education. Student must have at least sophomore standing to register for this course.

ECED 325- Literature and Library for the Young Child Credits: 3.00
An opportunity to become familiar with many books intended for the birth through age 8 audience, ways that libraries can involve children of this age and ideas for involving families in literature and library activities.

ECED 330- Early Childhood Dev I Credits: 3.00
To be an effective early-childhood teacher, we must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children attending preschool programs. This course explores the theoretical, practical, and applied approaches to the child’s early development. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 335 Behavior/Guid Young Child Credits 3.00
Students will engage in learning and activities related to age and stage in the development of the young child’s behavior. Guidance and appropriate interventions will be discussed. The effect of the environment and the adult/child interaction will be emphasized. Student must have at least junior standing to register for this course.

ECED 340- Child & Family Hlth I Credits: 3.00
Comprehensive overview of ways that ensure young children and their families’ health and physical well-being. Basic and changing health, safety and nutritional needs of children are examined as well as appropriate methods by which these needs can best be met in early childhood settings. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 350- Admin Early Childhood I Credits: 3.00
Identifies and assesses the principles and practices of early childhood program planning and administration. An analysis of administrators’ interaction with governmental, legal, business/finance, medical, social services and educational agencies will be included. Students will examine the management processes of planning, staffing, record keeping, budgeting and purchasing and monitoring for quality. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 360- Early Chldhd Curr/Lrn I Credits: 3.00
Major concepts and principles of curricula and learning within the field of early childhood education. Topics include current issues, theoretical and historical underpinnings, career opportunities, curriculum, behavior and guidance, and observation. Observation of early childhood programs is required. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 370- Ling/Culturally Div Chld I Credits: 3.00
Introduction to the linguistic and cultural diversity of young children. Research and theoretical background for determining appropriate instruction approaches for second language learners. Prerequisite: An associate degree in early childhood education. Must apply to concentration program. Student must have at least sophomore standing to register for this course.

ECED 380 – The Creative Arts In Early Childhood Credits: 3.00
A comprehensive survey of creative arts instruction for the early childhood classroom; coursework will explore principles, methods and materials for teaching diverse learners music, movement, visual arts, and dramatic play through process-oriented experiences to support divergent thinking.
Prerequisite: Junior status.

ECED 390 – Science In Early Childhood Credits: 3.00
A comprehensive survey of the principles, practices, and materials required to effectively teach science to young children through engaging activities. Students will explore child-centered, manipulative science curriculum including appropriate content, processes, environment, and supplies. Prerequisite: Junior status.

ECED 420- Child/Family Literacy II Credits: 3.00
Analysis of theory and research on literacy development in children, birth through age eight and applies it to developmentally appropriate practices for young children's literacy learning. It examines the effects of the home and classroom environment on literacy learning and the role of families, caregivers, teachers and communities in literacy learning. The emphasis of this course is on the role of early childhood educators in working with families and in classrooms to promote emergent literacy. Students will link their professional experiences in the early childhood field, developing, implementing and evaluating a range of language and literacy experience for young children. Prerequisite: ECED 320. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 430- Early Childhood Dev II Credits: 3.00
To be an effective early-childhood teacher, we must be able to facilitate learning through implementing development strategies as they relate to the physical, intellectual, personality, and social learning process of children. This course continues to explore the theoretical, practical, and applied approaches to child development. Prerequisite: ECED 330. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 440- Child & Family Hlth II Credits: 3.00
Comprehensive overview of ways that ensure young children and their families' mental and emotional development and well-being. Topics include socio-emotional learning, neighborhood and community influences and the role of teachers and families. Prerequisite: ECED 340. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 450- Admin Early Childhood II Credits: 3.00
Examination of the principles and practices of managing an early childhood program, specifically personnel and staff development, community relations, advocacy and marketing. Prerequisite: ECED 350. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 460- Early Chldhd Curr/Lrn II Credits: 3.00
This course is a study of developmentally appropriate practices and the teacher’s role in supporting development of young children ages birth to six. An emphasis on curriculum planning including goals, environment, roles of teachers and parents, materials, and settings will be the main focus. Field experience is required. Prerequisite: ECED 360. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 470- Ling/Culturally Div Chld II Credits: 3.00
Supporting the learning of linguistically and culturally diverse young children through appropriate practices. Develop cultural awareness and ability to work and communicate with families. Prerequisite: ECED 370. Must apply to concentration program. Student must have at least junior standing to register for this course.

ECED 490- Early Childhood Capstone I Credits: 3.00
The capstone project provides an opportunity for students to examine an area of Early Childhood Education in depth. This is the first in a sequence of two capstone courses, in which the student examines qualitative research methods, establishes the research questions, frames the study and submits the research proposal, and conducts the review of literature related to the selected research area. Prerequisite: ECED 320, 330, 340, 360, 370, 420, 430, 440, 450, 460 and 470.

ECED 492 Early Childhood Capstone II Credits: 3.00
In the second Capstone course, the student builds on the work initiated in the first Capstone course and is expected to engage in some original work; different formats are acceptable. Most often, the student conducts a brief study, collects and analyzes data, and synthesizes and reports the findings. The student will also complete the supporting Review of Literature and share the findings with an audience. Prerequisites: ECED 320, 330, 340, 350, 360, 370, 420, 430, 440, 450, 460, 470, and Early Childhood Capstone I (ECED 490).

ECED 530- Development: ECE Credits: 3.00
An effective early-childhood teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of primary aged children. This course explores the theoretical, practical, and applied approaches to the child’s early development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

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 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 advisor 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 220: The Growing Child: Early Childhood Development credits: 3.00**
This course is designed for an audience of parents, teachers, care-providers, church leaders and others interested in enhancing the lives of young children. Having in-depth working knowledge of child development and developmentally appropriate practice, enables persons responsible for the care of children to provide the necessary, most desirable environment and experiences for successful, healthy and happy growth.

**ED 234 - Early Child Lit Credits: 2.00**
Designed to give the student basic knowledge of literature available and 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 preparation, and initial teaching experience. Student must have at least sophomore standing to register for this course.

**ED 310 - Topics In Education Credits: 1.00 TO 5.00**
Student must have at least sophomore standing to register for this course.

**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. Student must have at least sophomore standing to register for this course.

**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. Student must have at least sophomore standing to register for this course.

**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. Student must have at least sophomore standing to register for this course.

**ED 354L - Rdng/Lng Arts Lab Pr Grd Credits: .00**
Student must have at least sophomore standing to register for this course.

**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. Student must have at least sophomore standing to register for this course.

ED 355L - Elem Rdnng/Lang Arts Lab Credits: .00
Student must have at least sophomore standing to register for this course.

ED 356 Content Area Rdnng: Mdle Lvl Credits: 2.00
This course increases students’ knowledge of literacy and its place in the middle school classroom. This content area literacy course will focus on concepts, strategies, and implementation of reading and writing across the curriculum.

ED 356L Content Area Rdnng: Mdle Lvl Lab Credits: .00
Implementation of ED 356 course content in a content area classroom setting.

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. Student must have at least sophomore standing to register for this course.

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. Student must have at least sophomore standing to register for this course.

ED 363 - Curriculum Methods Credits: 3.00
High School Methods: BUSINESS This seminar is designed to help students 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.

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. Student must have at least sophomore standing to register for this course.

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. Student must have at least sophomore standing to register for this course.

ED 380L - Elementary Core Lab Credits: .00
Student must have at least sophomore standing to register for this course.

ED 381 - Curric Stndrds 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 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. Student must have at least sophomore standing to register for this course.

ED 382 - Elementary Clsrm Dynamics Credits: 2.00
Examines teaching from these perspectives: 1) management of children, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

ED 383 - Ind Diff/Issues In Elem 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. Student must have at least sophomore standing to register for this course.

ED 384 - Exceptionality:Elem Credits: 2.00
Provides a broad based introductory course that 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. Student must have at least sophomore standing to register for this course.

ED 385 - Elem Assessment Credits: 2.00
Deals with the empirical and subjective evaluation of learners. Each of the following areas is 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, grading reporting techniques. Computer support programs for testing/grading information. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

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. Student must have at least sophomore standing to register for this course.

ED 390L - High Sch Learning Lab Credits: .00
Student must have at least sophomore standing to register for this course.

ED 391 - High Sch Curric/Standrs 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. Student must have at least sophomore standing to register for this course.

ED 392 - Classroom Dynamics Credits: 2.00
Examines teaching from these perspectives: 1) management of adolescents, classrooms, and curriculum. 2) Unit and lesson design and implementation strategies. Prerequisite: Program admission required. Student must have at least sophomore standing to register for this course.

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. Student must have at least sophomore standing to register for this course.

ED 394 - Exceptionality Credits: 2.00
Provides a broad based introductory course that 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. Student must have at least sophomore standing to register for this course.

ED 395 - Assess Tech In High Sch Credits: 2.00
Deals with the empirical and subjective evaluation of learners. Each of the following areas is 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. Student must have at least sophomore standing to register for this course.

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 given 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. Student must have at least sophomore standing to register for this course.

ED 402 - Supervision & Conferencing Credits: 1.00
Student must have at least junior standing to register for this course.

ED 405 - Reading & Conference Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

ED 407 - Seminar Credits: 1.00 TO 15.00
Student must have at least junior standing to register for this course.

ED 408 - Workshop Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

ED 409 - Practicum Credits: 1.00 TO 12.00
An advanced, field-based experience. Student must have at least junior standing to register for this course.
ED 410 - Topics In Education Credits: 1.00 TO 5.00
Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

ED 415 - Student Tchng: Prim or Elem Credits: 5.00
PRIMAR Y: 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. Student must have at least junior standing to register for this course.

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 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 must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course and must take in conjunction with ED 421L.

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, efforts are made to accommodate participants’ preferences for specific grade levels. Student must have at least junior standing to register for this course and take it in conjunction with ED 421. Students must also have passed a background check and submitted a PA1 form to TSPC prior to registration.

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. Student must have at least junior standing to register for this course.

ED 423: ESOL Exam Preparation Credits: 1.00
Prepares students for taking the ESL content area exam. Students will review linguistic theory, language acquisition, current and preferred methods, curriculum, and programs for ESL instruction. Prerequisite: Junior class standing and completed at least 12 credits of ESOL coursework.

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 Reading Course of Study. Student must have at least junior standing to register for this course.

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 the Reading Course of Study. Student must have at least junior standing to register for this course.

ED 439 - Reading Practicum Credits: 3.00
Supervised experience in a school reading program. Includes student assessment, program planning, and instruction. Required for the Reading Course of Study. Prerequisites: Core 1, ED 468, ED 468L. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

ED 462 - Lang/Cog Sec Lang Lrn 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. Student must have at least junior standing to register for this course.

ED 462 - Lang/Cogn 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. Prerequisite: Junior class standing and 3 ESOL courses, or instructor approval.
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. Student must have at least junior standing to register for this course.

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 the Reading Course of Study. Prerequisite: Core 1. Student must have at least junior standing to register for this course.

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 the Reading Course of Study. Prerequisite: Core 1. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. This course 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. Student must have at least junior standing to register for this course.

ED 480L - Primary Core Lab Credits: .00

ED 481 - Curr Stnd:Art & Music 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. Student must have at least junior standing to register for this course.

ED 482 - Primary Clsrn Dynamics Credits: 2.00
Examines teaching from these 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. Student must have at least junior standing to register for this course.

ED 484 - Exceptional:Primary Credits: 1.00
Provides application knowledge needed to effectively teach and work with exceptional students in ECE. Prerequisite: Program admission required. Student must have at least junior standing to register for this course.

ED 485 - Primary Assessment Credits: 2.00
Deals with the empirical and subjective evaluation of learners. Each of the following areas is 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. Student must have at least junior standing to register for this course.

ED 490 - Mid Level 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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

**ED 492 - Classroom Dynamics Credits: 2.00**
Examines teaching from these 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. Student must have at least junior standing to register for this course.

**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. Student must have at least junior standing to register for this course.

**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. Student must have at least junior standing to register for this course.

**ED 495 - Mdle Lvl Assess Tech Credits: 2.00**
Deals with the empirical and subjective evaluation of learners. Each of the following areas is 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. Student must have at least junior standing to register for this course.

**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. Student must have at least junior standing to register for this course.

**ED 500 - MS Seminar Credits: 2.00**
This course provides an overview of graduate research in education. A general topics course based on reading professional literature and writing a referenced essay using the style and skills required in graduate education. Prerequisite: Required for MS program admission. Student must have graduate standing to register for this course.

**ED 502 - Supervisn & Conferencng Credits: 1.00**
Student must have graduate standing to register for this course.

**ED 503 - Master’s Project Credits: 4.00 OR 6.00**
A field-based project, approved by a graduate advisor and graduate master’s project committee providing evidence of quality graduate level scholarship. Prerequisite: Admission to graduate level program. Student must have graduate standing to register for this course.

**ED 504 - Continuing License WS Credits: 1.00 TO 3.00**
Student must have graduate standing to register for this course.

**ED 505 - Reading & Conference Credits: 1.00 TO 5.00**
Student must have graduate standing to register for this course.

**ED 506 - Special Independent Studies Credits: 1.00 TO 6.00**
Student must have graduate standing to register for this course.

**ED 507 - Seminar Credits: 1.00 TO 6.00**
Student must have graduate standing to register for this course.

**ED 508 - Workshop Credits: 1.00 TO 6.00**
Student must have graduate standing to register for this course.

**ED 509 - Practicum Credits: 1.00 TO 6.00**
Student must have graduate standing to register for this course.

**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. Student must have graduate standing to register for this course.

**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. Student must have graduate standing to register for this course.

**ED 512 - Integrated Curriculum Credits: 2.00**
An opportunity to become informed about goal-based, narrative-framed, and constructivist curriculum. Student must have graduate standing to register for this course.

**ED 514 - Foundations Education Credits: 3.00**
A survey of some major sociological, historical, philosophical and psychological factors underlying present-day American education. Student must have graduate standing to register for this course.

**ED 515 – Quantitative Rsrch In Ed Credits: 3.00**
An introduction to quantitative research in education. Includes sampling techniques, basic descriptive designs, correlational designs, and experimental/quasi-experimental designs. Prerequisite: MS program admission; ED 500. Student must have graduate standing to register for this course.

**ED 516 – Qualitative Rsrch In Ed Credits: 3.00**
An introduction to qualitative research methods for use in
ED 517 – Lit Reviews In Ed Rsrch Credits: 3.00
A comprehensive course in reading and understanding educational research, and learning the process of writing a literature review appropriate for a focused research proposal. This course provides the background knowledge for the literature review developed later within the research proposal and final research paper. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517. Student must have graduate standing to register for this course.

ED 518 – Research Proposal Credits: 2.00
Development and writing of the research proposal. Establishment of the thesis committee. Securing permission for the study. Finalization of the research design and procedures. Preliminary drafts of the research paper. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517. Student must have graduate standing to register for this course.

ED 519 – Research Completion Crdits: 4.00
Implementation of the research project. Data collection, analysis, and interpretation. Writing and presentation of the final draft of the research paper. Expected to be completed within two terms. Prerequisite: MS program admission; ED 500, ED 515, ED 516, ED 517, ED 518. Student must have graduate standing to register for this course.

ED 537 - Development:Elementary Credits: 3.00
An effective elementary school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

ED 538 - Development:Middle Sch Credits: 3.00
An effective middle school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

ED 539 - Development:High School Credits: 3.00
An effective high school teacher must be able to facilitate learning through the understanding of the principles of human development as they relate to the physical, intellectual, personality, and social learning process of children. This course explores the theoretical, practical, and applied approaches to child development. Prerequisite: Graduate status. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

ED 547: ESOL Practicum Credits: 3:00
ESOL (English for Speakers of Other Languages) practicum experience. The purpose of this field experience is to provide opportunities for participants 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. (Students should arrange for a placement in the term prior to registration. Students must pass a background check and PA1 with TSPC as well as have instructor approval to register).

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. Student must have graduate standing to register for this course.

ED 552 - Growing Chld: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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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 learners experience beyond the college classroom by integrating course work, theories, techniques, into the young child's environment. Student must have graduate standing to register for this course.

ED 556 - Applied Linguistics Credits: 3.00
Introduces 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 basic language structures and processes. A major focus of the course is the application of knowledge about linguistic processes to instructional decision making in literacy education. Student must have graduate standing to register for this course.

ED 557 - Spelling Matters Credits: 2.00
This course will provide supervised, practical experience in the development of spelling instruction that supports learning to spell from preschool through high school.

ED 559 - 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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

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 student's reading ability and interest level, exploring different types of book sharing. Includes multicultural literature. Student must have graduate standing to register for this course.

ED 565 - Tech Lit Assess Cls 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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

ED 567 - 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. Student must have graduate standing to register for this course.

ED 568 - Issues/Rsrch In Lit Credits: 2.00
Introduces the functions and organization of the school community, personnel, facilities, budgeting, collection management, and evaluation. Prerequisite: Children's Literature and Young Adult Literature course work, or equivalent.
ED 573: Reference and Information Services in the School Library Credits: 3.00
Focuses on the basic reference sources and information services, analysis of the information needs of the learning community, and the ethics of reference service. It will prepare the teacher-librarian to evaluate and utilize online search tools and search strategies, understand database structure and access, and select, manage, and evaluate reference sources to support the K-12 curriculum. Prerequisite: Children's Literature and Young Adult Literature

ED 575: Information Technology Tools Credits: 3.00
Addresses technological applications and current issues in the K-12 classroom including the role of the teacher-librarian in the training, uses, and development of technology in the school setting. Topics will include video streaming, website creation, social networking, Web 2.0 user services, presentation design, K-12 classroom and productivity software/hardware. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 577: Collection Management in the School Library Credits: 3.00
Introduces the issues and practices of collection development in the dynamic school library. The focus will be on selection, acquisition, and maintenance of materials in all forms that support the curriculum and user needs of the learning community. Additional topics include collection review, evaluation, preservation, and intellectual freedom. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 578 Instructional Methods for the Teacher-Librarian credits: 3.00
Provides a foundation for the teacher-librarian/educational media specialist to provide quality, student-centered information literacy instruction. State and national standards will be addressed as students develop literature appreciation experiences, curriculum and skill lessons, and collaborative learning units with the classroom teacher. Prerequisite: Children's Literature and Young Adult Literature coursework, or equivalent

ED 579: Educational Media Practicum Credits: 3.00
Guided practical field experience under the supervision of a currently practicing teacher-librarian/educational media specialist. Requires visual documentation of activities in integral areas of school librarianship. The practicum is to be arranged to include experience at both the ECE/ELE and Mid/HS levels. Prerequisite: 9 credits of ED 573, 575, 577 or 578 (or equivalents)

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. Student must have graduate standing to register for this course.

ED 581 - Literacy Mid/High Sch Credits: 3.00
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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

ED 583 - Practicum In Literacy Credits: 1.00 TO 3.00
Contextualize theoretical and research information in a school or clinical setting. Prerequisite: Undergraduate reading endorsement or twelve graduate credits in reading including ED 582. Student must have graduate standing to register for this course.

ED 584 Miscue Analysis Credits: 3.00
Study of miscue analysis for assessing students’ reading strategies; includes the development of instruction related to information from the miscue analysis.

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 the learning impaired in content area instruction, enhancing vocabulary development, the use of appropriate literature to support the curriculum, the value of journal writing, and the utilization of poetic as well as transactional writing as a basis for learning subject area information. Student must have graduate standing to register for this course.

ED 586 Comprehension Strategies Credits: 3.00
In-depth examination of effective comprehension instruction for all readers, varied approaches to support the thinking of active readers, specific strategies that promote active engagement with fiction and non-fiction texts, with classroom applications and practice using these strategies.

ED 587 - Curric Stndrds & Pract Cred: 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. Student must have graduate standing to register for this course.

ED 588 - Assess Issues & Pract Cred: 2.00
Explores the theoretical, practical and applied approaches to assessment. Student must have graduate standing to register for this course.
ED 601: Teaching as a Profession Credits: 1.00
Develops student awareness of the teaching profession and how it relates to the society of today. Philosophical and sociological foundations and their influences on the American educational institutions will be included. The role of state, local, and federal agencies will be analyzed as students are prepared for the role of the professional and ethical teacher. Prerequisites: Graduate standing and admission to the MAT program.

ED 604: Classroom-based Action Research 1 Credits: 1.00
A four-term sequence presents the basic concepts, definitions and examples of classroom-based research and contrasts it with other types of research. The sequence addresses the process and product of action research including selecting a research question, research design, APA style and academic writing. Also presents legal and ethical requirements for human-based research. Prerequisites: Graduate standing and admission to the MAT program.

ED 605: Classroom-based Action Research 2 Credits: 1.00
The second course in a four-term sequence. Continues the topics and concepts of ED 604. Prerequisites: Graduate standing and admission to the MAT program.

ED 606: Classroom-based Action Research 3 Credits: 1.00
The third course in a four-term sequence. Continues the topics and concepts of ED 604 and 605. Prerequisites: Graduate standing and admission to the MAT program.

ED 607: Classroom-based Action Research 4 Credits: 1.00
The final course in a four-term sequence. The focus in this term is on the implementation of and reporting on the actual classroom-based research project. Prerequisites: Graduate standing and admission to the MAT program.

ED 608: Workshop Credits: 1.00 TO 6.00
Prerequisites: Graduate standing.

ED 609: Practicum Credits: 0.00 TO 6.00
Supervised, extended teaching experience in a public school setting. The student will be responsible for planning implementing and assessing in the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement may be in an ECE, Elementary, middle level or high school classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 610: Topics in Education Credits: 1.00 TO 6.00
Prerequisites: Graduate standing.

ED 611: Curriculum/Instruction/Assessment Core 1 Credits: 2.00
Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in the elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion-referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 612: Curriculum/Instruction/Assessment Core 2 Credits: 2.00
Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in the elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion-referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 613: Curriculum/Instruction/Assessment 3 Credits: 1.00
Examines models of learning and how to implement these models into the curriculum. Designed to coincide with the field experience. This course deals with the empirical and subjective evaluation of learners in elementary classrooms. Key elements include identification of instructional goals, determination of entry skills and behaviors, designing and interpreting norm- and criterion-referenced assessments, identifying underlying assumptions of various grading systems, conducting formative and summative evaluations and grading and assessment reporting techniques. Prerequisites: Graduate standing and admission to the MAT program.

ED 615: Learning/Development/Classroom Dynamics Core ECE/ELE 1 Credits: 2.00
Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. Building on this development foundation, this course uses an eclectic approach in examining classroom behavioral and management issues. Prerequisites: Graduate standing and admission to the MAT program.

ED 616: Learning/Development/Classroom Dynamics Core ECE/ELE 2 Credits: 2.00
Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. This course is intended to present a broad range of management techniques that support a positive classroom climate. Planning and implementation of specific models for management and instruction of students will be emphasized. Prerequisites: Graduate standing and admission to the MAT program.

ED 617: Learning/Development/Classroom Dynamics Core ECE/ELE 3 Credits: 1.00
Surveys current cognitive, learning and behavioral theory. Emphasizes principles of human development: physical, intellectual, personality and social. Includes motivational theories and how they relate to the learning process of ECE and elementary students. This course is intended to present a broad range of management techniques that support a positive
classroom climate. Planning and implementation of specific models for management and instruction of students will be emphasized. Students will actively participate in their own learning through discussions, presentations, small group activities, out of class assignments, and guest speakers. Prerequisites: Graduate standing and admission to the MAT program.

**ED 620: Reading and Language Arts 1 Credits: 2.00**
Introduces 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). Also includes the utilization of children’s literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

**ED 621: Reading and Language Arts 2 Credits: 2.00**
Develops 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). Also includes the utilization of children’s literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

**ED 622: Reading and Language Arts 3 Credits: 1.00**
Enhances the 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). Also includes the utilization of children’s literature in the classroom, language arts units and teaching activities as integrative tools for learning. Prerequisites: Graduate standing and admission to the MAT program.

**ED 630: Music Methods ECE Credits: 1.00**
Develops skills in music teaching while also providing growth in introductory experiences in playing and reading music. Focusing on integrating music activities across all disciplines, students will study music literacy standards, multiple genres, and their role as musical leader in the classroom. The expressive characteristics of music, coupled with movement, will be studied and applied to curricular activities. Lesson plans and resources will be focused on developmentally appropriate activities and experiences for early childhood. Prerequisites: Graduate standing and admission to the MAT program.

**ED 631: Music Methods ELE 1 Credits: 0.00**
Develops skills in music teaching while also providing growth in introductory experiences in playing and reading music. Focusing on integrating music activities across all disciplines, students will study the national music literacy standards, multiple genres, and their role as musical leader in the classroom. Best practices in music methods will be introduced with a current look at music technology. The expressive characteristics of music, coupled with movement, will be studied and applied to curricular activities. Lesson plans and resources will be focused on elementary students. Prerequisites: Graduate standing and admission to the MAT program.

**ED 632: Art Methods ECE Credits: 1.00**
Introduces art for the ECE student, based on the philosophy and curriculums of Discipline Based Art Education (DBAE) and the National and Oregon State Visual Arts Standards. Designed to familiarize students with contemporary art pedagogy including curriculum design, strategies and methods, classroom management techniques, external resources and self-development in the visual arts area. Prerequisites: Graduate standing and admission to the MAT program.

**ED 633: Art Methods ELE Credits: 1.00**
Introduces art for the elementary student, based on the philosophy and curriculums of Discipline Based Art Education (DBAE) and the National and Oregon State Visual Arts Standards. Designed to familiarize students with contemporary art pedagogy including curriculum design, strategies and methods, classroom management techniques, external resources and self-development in the visual arts area. Prerequisites: Graduate standing and admission to the MAT program.

**ED 634: Exceptionalities Credits: 3.00**
Introduces students to the broad area of exceptionalities and allows them to demonstrate competency in, or understanding of, the skills and knowledge needed to effectively teach and work with exceptional students in the regular classroom. Prerequisites: Graduate standing and admission to the MAT program.
ED 642: Technology in the Elementary Classroom
Credits: 1.00
Provides access to educational technology tools and strategies that support instruction leading to increased student achievement. Having a collection of software and hardware tools will aid in communicating learning objectives, energizing classroom learning activities, and acquiring new knowledge and synthesizing information. The use of educational technology is the backbone of many research models and is a rich resource for online information for classroom activities. This course is designed to prepare future elementary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 643: Technology in the Secondary Classroom Credits: 2.00
Provides access to educational technology tools and strategies to support instruction leading to increased student achievement. Having a collection of software and hardware tools will aid in communicating learning objectives, energizing classroom learning activities, and acquiring new knowledge and synthesizing prior information. The use of educational technology is the backbone of many research models and is a rich resource for online information for classroom activities. This course is designed to prepare future secondary teachers to be adventurous and thoughtful in their applications of software and hardware to support learning in the classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 650: Curriculum/Instruction/Assessment Core ML/HS 1 Credits: 2.00
Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Students learn to determine entry skills and behaviors, design norm-and criterion-referenced testing, and describe assessment results. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the second main thrust of the course. Prerequisites: Graduate standing and admission to the MAT program.

ED 651: Curriculum/Instruction/Assessment Core ML/HS 2 Credits: 2.00
Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing, and then describing the results is studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course. Admission to the MAT program is required to register for this course. Prerequisites: Graduate standing and admission to the MAT program.

ED 652: Curriculum/Instruction/Assessment Core ML/HS 3 Credits: 1.00
Incorporates two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing, and then describing the results is studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course. Prerequisites: Graduate standing and admission to the MAT program.

ED 653: Learning/Development/Classroom Dynamics Core ML/HS 1 Credits: 2.00
Introduces the learning and developmental processes of the adolescent. Both physical and cognitive developments will be covered as an integral part of the learning. Cognitive and social theorists will be introduced to lay a foundation for future understanding of adolescent development. A survey of classroom management and discipline styles will also be included. Prerequisites: Graduate standing and admission to the MAT program.

ED 654: Learning/Development/Classroom Dynamics Core ML/HS 2 Credits: 2.00
Extends the summer course, involving both student development and classroom dynamics. Practical applications of the theories and processes that were covered in the Learning Core summer course will be introduced. Students will be required to review the basic components and apply them to the classroom situation. Included in this course will be lower and higher skill development. Prerequisites: Graduate standing and admission to the MAT program.

ED 655: Learning/Development/Classroom Dynamics Core ML/HS 3 Credits: 1.00
Completes the sequence of the Learning Core for secondary education students. This course will review previous material and applications and focus on multiple strategies for middle and high school instruction in terms of cognitive, behavioral, and social developments of the adolescent. Prerequisites: Graduate standing and admission to the MAT program.

ED 656: Content Area Literacy 1 Credits: 2.00
Designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on concepts and strategies for reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.

ED 657: Content Area Literacy 2 Credits: 2.00
Provides a continuation of ED 656 and is designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on concepts, strategies, and implementation of reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.
ED 658: Content Area Literacy 3 Credits: 1.00
Provides a continuation of ED 657 and is designed for Secondary Education candidates to increase their knowledge of literacy and its place in the classroom. Focuses on implementation of reading and writing across the curriculum. Prerequisites: Graduate standing and admission to the MAT program.

ED 659: Adolescent Health Credits: 1.00
Provides an understanding of health and wellness issues for adolescent students in middle and high school settings. Topics include positive and risky health behaviors, individual health responsibility and developing school prevention strategies. Prerequisites: Graduate standing and admission to the MAT program.

ED 660: Secondary Methods Credits: 2.00
Provides the different methods and processes that can be used to teach in a middle and/or high school level class. Includes instructional techniques from direct instruction to inquiry-based lessons. A major emphasis is to help candidates prepare to teach the diverse learners of today. Prerequisites: Graduate standing and admission to the MAT program.

ED 661: Art Methods ML Credits: 3.00
Focuses on preparing the candidates to teach art to middle level students through enhancing their knowledge and understanding of art education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 662: Art Methods HS Credits: 3.00
Focuses on preparing the candidates to teach art to high school students through enhancing their knowledge and understanding of art education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 663: Art Methods K-12 Credits: 2.00
Addresses state and/or national standards, available resources, support systems, and most importantly strategies for instructing K-12 students in art, including the ECE/ELE levels. Prerequisites: Graduate standing and admission to the MAT program.

ED 664: Business Methods ML Credits: 3.00
Focuses on preparing the candidates to teach business to middle level students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 665: Business Methods HS Credits: 3.00
Focuses on preparing the candidates to teach business to high school students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 666: Business Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach business to middle level and high school students through enhancing their knowledge and understanding of business education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 667: English Language Arts Methods ML Credits: 3.00
Focuses on preparing the candidates to teach language arts to middle level students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 668: English Language Arts Methods HS Credits: 3.00
Focuses on preparing the candidates to teach language arts to high school students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 669: English Language Arts Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach language arts to middle level and high school students through enhancing their knowledge and understanding of language arts education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 670: Language Methods ML Credits: 3.00
Focuses on preparing the candidates to teach world languages to middle level students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 671: Language Methods HS Credits: 3.00
Focuses on preparing the candidates to teach world languages to high school students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.
ED 672: Language Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach world languages to middle level and high school students through enhancing their knowledge and understanding of foreign language education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 673 - Secondary Methods: Agriculture Credits: 3.00
This course is designed to equip the student for instruction and supervision of agriculture science and technology at the secondary level. Student must have graduate standing to register for this course.

ED 674 - Secondary Methods: Agriculture Credits: 3.00
This course is designed to assist the student in the supervision and instruction of agriculture processes and activities at the secondary level. This course is a continuum of ED 673. Student must have graduate standing to register for this course.

ED 676: Music Methods ML Credits: 3.00
Focuses on preparing the candidates to teach music to middle level students through enhancing their knowledge and understanding of music education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 677: Music Methods HS Credits: 3.00
Focuses on preparing the candidates to teach music to high school students through enhancing their knowledge and understanding of music education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 678: Music Methods K-12 Credits: 2.00
Addresses state and/or national standards, available resources, support systems, and most importantly strategies for instructing K-12 students in music, including the ECE/ELE levels. Prerequisites: Graduate standing and admission to the MAT program.

ED 679: Speech & Drama Methods ML Credits: 3.00
Focuses on preparing the candidates to teach speech and drama to middle level students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Graduate standing and admission to the MAT program.

ED 680: Speech & Drama Methods HS Credits: 3.00
Focuses on preparing the candidates to teach speech and drama to high school students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 681: Speech & Drama Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach speech and drama to middle level and high school students through enhancing their knowledge and understanding of speech and drama education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 682: Science Methods ML Credits: 3.00
Focuses on preparing the candidates to teach science to middle level students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 683: Science Methods HS Credits: 3.00
Focuses on preparing the candidates to teach science to high school students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 684: Science Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach science to middle level and high school students through enhancing their knowledge and understanding of science education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 685: Social Studies Methods ML Credits: 3.00
Focuses on preparing the candidates to teach social studies to middle level students through enhancing their knowledge and understanding of social studies education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 686: Social Studies Methods HS Credits: 3.00
Focuses on preparing the candidates to teach social studies to high school students through enhancing their knowledge and understanding of social studies education methodology.
Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 687: Social Studies Methods ML/HS Credits: 2.00
Focuses on preparing the candidates to teach social studies to middle level and high school students through enhancing their knowledge and understanding of social studies education methodology. Includes state and/or national standards, available resources, support systems, and most importantly, strategies for instructing adolescents of today in the curricular area. Prerequisites: Graduate standing and admission to the MAT program.

ED 690: Field Placement Seminar Credits: 0.00
Provides students the opportunity to demonstrate understanding of the most effective teaching/learning strategies in ECE and Elementary classrooms. Prerequisites: Graduate standing and admission to the MAT program

ED 692: Field Placement ECE Credits: 4.00
Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in an ECE classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 694: Field Placement ELE Credits: 4.00
Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in an elementary classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 696: Field Placement ML Credits: 4.00
Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in a middle school classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 698: Field Placement HS Credits: 4.00
Supervised, extended teaching experience in a public school setting. The student will be responsible for planning, implementing and assessing the total classroom program. Focus will be upon utilizing the most effective teaching/learning strategies. Placement will be in a high school classroom. Prerequisites: Graduate standing and admission to the MAT program.

ED 705 - Reading & Conf Credits: 1.00 TO 5.00
Student must have graduate standing to register for this course.

ED 706 - Spec Indiv Stud Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

ED 707 - Seminar Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

ED 708 - Workshop Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

ED 709 - Practicum Credits: 1.00 TO 15.00
Student must have graduate standing to register for this course.

ED 710 - Topics In Education Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

READ 509- Practicum in Literacy Credits: 3.00
Supervised experience in a school reading program. Contextualizes theoretical and research information in a school setting. Prerequisite: Twelve graduate credits in reading, including an assessment and leadership classes. You must have permission of the instructor to register for this practicum. You may not take both ED 583 and READ 509 for credit. Student must have graduate standing to register for this course.

READ 512- Fndtns Lit:Knowledge Base Credits: 3.00
Introduces 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. Student must have graduate standing to register for this course.

READ 513- Fndtns Lit Mid/High Sch Tchrs Credits: 3.00
Introduces 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. Student must have graduate standing to register for this course.

READ 514- Linguistics For Tchrs Credits: 3.00
Introduces 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. Student must have graduate standing to register for this course.

READ 531- Tchng Struggling Adol Rdrs Credits: 3.00
Having strong reading and literacy skills is not only essential to success in the academic world, it is vital for success in the greater world in which we live. This course is designed to help teachers develop an understanding and teaching repertoire that will allow them to effectively assist adolescent learners who struggle with literacy and to empower teachers to help all their students reap the benefits that accompany strong literacy skills. Student must have graduate standing to register for this course.

READ 536- Tchngs Phonics/Wrd Stdy Credits: 1.00
Examines 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. Student must have graduate standing to register for this course.

READ 542- Prep For Rdng Spclt Exam Credits: 1.00
This course will address the material most often appearing on the examination TSPC requires for obtaining a reading endorsement. Students will increase their literacy-related vocabulary, address the content domains, and create an individualized study plan to prepare for the examination. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

READ 561- 2nd Lang Acqist & ESOL Strat Credits: 3.00
Assists the 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. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

READ 575- Literacy Assmnt ELL Stdnts Credits: 3.00
Provides a foundation in literacy assessment for second language learners. This will include, but not be limited to, an understanding of the various assessment techniques for use in the classroom as well as the use of published tests for the purposes of placement and monitoring of ELL students. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

READ 594- Young Adult Literature Credits: 3.00
Explores the field of adolescent literature. Theoretical concepts and practical aspects will be explored. Student must have graduate standing to register for this course.

READ 595- Multicultural Literature Credits: 1.00
Enhances 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. Student must have graduate standing to register for this course.

SPED 506- Independent Research Credits: 1.00 TO 3.00
Independent Research in Special Education. Student must have graduate standing to register for this course.

SPED 510- Special Topics Credits: 1.00 TO 3.00
Individual or group investigations of special topics in special education, philosophy, curriculum, supervision or administration. Student must have graduate standing to register for this course.

SPED 520- Thry/Characts Excpntlty Credits: 3.00
This introductory level course addresses the history of special education and presents theories of exceptionality, with a focus on individual differences in cognitive, physical, affective, sensory, and communicative development that affect learning in school and throughout life. The definitions, prevalence, causes, and characteristics associated with categories and conditions of exceptionality are emphasized and state eligibility criteria are introduced. Multiculturalism and diversity as related to exceptionality are addressed. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 522- Legal/Procedural Aspects Credits: 3.00
Legislation, litigation and governance structures relevant to special education are presented. Federal, state, and local guidelines, procedures and practices in special education are examined, including prereferral, referral, assessment
and identification, and placement processes. Service delivery models and options are identified and analyzed. Strategies and techniques for disseminating information and training to site level personnel regarding special law and procedures are provided. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 526 - Assessment Of Academic & Communication Skills Credits: 3.00**  
Foundations of assessment will be reviewed, including basic principles and professional standards underlying assessment in special education, historical and current approaches to assessment, legal and procedural aspects of assessment, and basic measurement concepts. Types of assessments, instruments, and procedures for assessing mild, moderate, and severe disabilities in the areas of cognition, sensory, and perception skills, preacademics, academics, and communication skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisites: Basic Statistics or equivalent. Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

**SPED 528 - Assessment Of Functional Life & Transition Skills Credits: 3.00**  
Instruments and approaches for use in assessing mild, moderate and severe disabilities in the areas of life, functional, and transition skills, including self help and daily living skills, communication, prevocational, and post-secondary living skills are presented in this course. Emphasis is placed on the selection of appropriate instruments and approaches, on the administration and scoring of assessment instruments and on the interpretation of assessment data. Prerequisite: SPED 525. Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 530 - Assmnt:Appl EC/Elem Credits: 1.00**  
This field based experience is designed to augment SPED 524, SPED 526, and SPED 528, and enables students to use assessment instruments and approaches to diagnose mild, moderate and severe disabilities among early childhood and elementary level learners in school settings. Completion of an assessment project is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 532 - Assmnt:Appl Mid/HS Credits: 1.00**  
This field based experience is designed to augment SPED 526 and SPED 528, and enables students to use assessment instruments and approaches to diagnose mild, moderate and severe disabilities among middle and high school level learners in school settings. Completion of an assessment project is required. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 534 - Plng For Excptnl Lrnr Credits: 2.00**  
This course offers an overview of the principles and components involved in educational planning for the exceptional learner. Course content addresses guidelines for Individualized Education Plan (IEP) development and review, with emphasis on the use of assessment information to formulate goals and objectives for individual learners. Strategies for IEP implementations and daily planning are included. Models and methods of classroom and program organization, and individual and group instructional arrangements are presented. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 536 - PlngAppl:EC/EL Credits: 1.00**  
This field based course is designed to augment SPED 534 (Planning for the Exceptional Learner). Students will develop an Individualized Education Plan (IEP) for an elementary level learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IEP are included. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 538 - PlngAppl:Mid/HS Credits: 1.00**  
This field based course is designed to augment SPED 534 (Planning for the Exceptional Learner). Students will develop an Individualized Education Plan (IEP) for an elementary level learner in a public school setting. Strategies for working with families and agencies and using community based resources to develop the IEP are included. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 540 - Academic Methods Credits: 3.00**  
This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies, and resources for teaching preacademic and academic skills to learners with mild, moderate, and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

**SPED 541 - Communication Methods Credits: 1.00**  
This course will address methods for teaching communication skills learners with mild, moderate, and severe disabilities. Curriculum content, specially designed methods, materials, equipment, technology, and resources for teaching communication skills to specific populations will be presented. Prerequisite: Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

**SPED 542 - Academic Methods:Applications EC/EL Credits: 1.00**  
This field based course is designed to augment SPED 540 (Academic Methods). Students will use specially designed academic instructional methods, materials, equipment, and technology to teach students with mild, moderate, and severe disabilities. Students will develop comprehensive instructional plans for an elementary level special education learner. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.
SPED 543 – Academic Methods: Applications MS/HS
Credits: 1.00
This field based course is designed to augment SPED 540 (Academic Methods) and SPED 541 (Communication Methods). Students will use specially designed academic instructional methods, materials, equipment, and technology to teach students with mild, moderate, and severe disabilities. Students will develop comprehensive instructional plans for a high school level special education learner. Prerequisite: Admission to Special Educator Endorsement Program. Student must have graduate standing to register for this course.

SPED 544- Functional Life & Transition Skills Methods
Credits: 3.00
This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching functional and life (self help, independent living, sensory development, motor skills), and transitional skills to elementary through post high school level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 545 – Functional Life & Transition Methods: Applications EC/EL Credits: 1.00
This field based course is designed to augment SPED 544 and enables students to use methods, materials, communication approaches, and technology to provide functional, life, and transition instruction to early childhood/elementary school learners with mild, moderate, and severe disabilities. Completion of a Transition Plan is required. Prerequisite: Admission to the Special Educator Endorsement Program. Student must have graduate standing to register for this course.

SPED 546- Functional, Life & Transition Methods: Applications MS/HS Credits: 1.00
This course will address curriculum content, specialized instructional models, methods, materials, supports, technologies and resources for teaching self help, independent Education living, sensory development, motor skills and vocational and career skills to middle and high school level learners with mild, moderate and severe disabilities. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 548- Behav Mgmt Except Lrmrs Credits: 3.00
This course addresses a range of behavior disorders and presents theoretical principles, applied models, strategies and techniques for effectively managing behavior disorders in school settings. Emphasis is given to specific intervention strategies and procedures for individual and classroom management. The use of applied behavior analysis is included, as are methods for implementing behavior supports in general education and home settings. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 550- Collaboration/Consultation Credits: 2.00
The models, principles, and practices of effective consultation in school settings are presented in this course. Approaches, strategies, and methods for consulting and collaborating with general educators, paraprofessional educators, administrators, outside agency representatives, and parents of learners with disabilities are emphasized. Procedures for implementing cooperative instructional arrangements and providing staff development and parent education and guidance are included. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 552- Collab/Cnslt Appl:EC/EL Credits: 1.00
This field based experience presents specific strategies and methods for consultation and collaboration in early childhood and elementary school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated early childhood and elementary school settings are emphasized. Family issues, resources, and interagency arrangements unique to early childhood and elementary special education learners will be addressed. A field based project is required. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 554- Collab/Cnslt Appl:Mid/HS Credits: 1.00
This field based experience presents specific strategies and methods for consultation and collaboration in middle and high school settings. Approaches for implementing cooperative instructional arrangements to meet the needs of exceptional learners in integrated middle and high school settings are emphasized. Family issues, resources, and interagency arrangements unique to middle and high school special education learners will be addressed. A field based project is required. Prerequisite: Admission to the Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 556- Issues In Special Educ Credits: 3.00
This course addresses current and critical issues pertinent to the education of learners with disabilities. Course content considers factual, historical, and contextual information, research evidence, and field based practices relevant to selected topics. Critical issues are presented, analyzed, and debated from multiple perspectives, with reference to influential social, political, legal, and economic factors. Students required to select a topic and develop a corresponding research report. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 558- Fld Exp:EC Except Lrnr Credits: 1.00 TO 2.00
This culminating field experience enables students to demonstrate proficiency in the competencies acquired through previously completed courses and field studies, as applied to learners with mild, moderate, and severe disabilities at the early childhood level. In addition to participating in ongoing daily routines and activities, students are required to complete a work sample reflecting involvement in the special education areas of assessment, planning, instruction, management, and consultation. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation
indicating proficiency levels in specified competency areas is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 560- Fld Exp:Mid Except Lrnr Credits: 1.00 TO 2.00
This culminating field experience enables students to demonstrate proficiency in the competencies acquired through previously completed courses and field studies, as applied to learners with mild, moderate, and severe disabilities at the middle school level. In addition to participating in ongoing daily routines and activities, students are required to complete a work sample reflecting involvement in the special education areas of assessment, planning, instruction, management, and consultation. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation indicating proficiency levels in specified competency areas is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 562- Practicum:Elem Spec Ed Credits: 3.00 TO 6.00
This field based experience with learners with mild, moderate, and severe disabilities at the elementary school level serves as a capstone assignment in the Special Educator Endorsement program. Students are provided the opportunity to apply and demonstrate proficiency in the competencies specified throughout previously completed coursework and field studies. Students participate in the full spectrum of activities, including those that occur in the regular classroom setting and within the assigned special education program at the high school level. A comprehensive work sample reflecting advanced involvement in assessment, planning, instruction, management, and consultation is required. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation indicating proficiency levels in specified program competencies is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

SPED 564- Practicum: HS Spec Ed Credits: 3.00 TO 6.00
This field based experience with learners with mild, moderate, and severe disabilities at the high school level serves as a capstone assignment in the Special Educator Endorsement program. Students are provided the opportunity to apply and demonstrate proficiency in the competencies specified throughout previously completed coursework and field studies. Students participate in the full spectrum of activities, including those that occur in the regular classroom setting and within the assigned special education program at the high school level. A comprehensive work sample reflecting advanced involvement in assessment, planning, instruction, management, and consultation is required. A field log describing and documenting the required hours of experience in both regular and special education settings is to be submitted. A final evaluation indicating proficiency levels in specified program competencies is completed by the cooperating teacher and university supervisor. Prerequisite: Admission to Special Education Endorsement Program. Student must have graduate standing to register for this course.

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 program. 12 hours in college-level mathematics required. Student must have at least sophomore standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have graduate standing to register for this course.

MTHE 532 - Mathematics in the Elementary School, ECE Credits: 1.00
Introduces the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories from past, acquire models of successful techniques from the present, and prepare themselves for the future. Manipulatives, problem solving, mathematical connections, estimation, mental math and assessments for mathematics are included. Cultural diversity, integrating technology into the classroom, and a general overview of K-8 mathematics curriculum may be incorporated. Prerequisites: Graduate standing and admission to the MAT program.

MTHE 533 - Mathematics in the Elementary School, ELE Credits: 1.00
Investigates the scope and sequence of elementary school mathematics, appropriate instructional strategies and materials, and contemporary theories of how elementary school children learn mathematics. Students examine mathematical education and strengths of learning theories
OBJECTIVES
Eastern Oregon University offers students the opportunity to study library science concepts and issues relevant to research methodology and/or careers in 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*GTW Credits: 3.00
Gen Ed Core-Gateway
This course covers the basic concepts and skills of information literacy, the research process, critical thinking skills, and ethical aspects of information; Students are introduced to characteristics, formats and organization of information; and are provided with practical experience in the use of the academic library. Course content also includes electronic resources such as journal databases, search engines and directories.

LIB 307 - Electronic Srch Tech*SMI Credits: 2.00
Gen Ed Core-Natural, Math & Info Sciences
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. Student must have at least sophomore standing to register for this course.

LIB 327 - Research Topic Exploration*SMI Credits: 3.00
Gen Ed Core-Natural, Math & Info Sciences
Advanced research techniques are introduced and reviewed; assisting students with preparing for capstone, thesis, papers, and other culminating academic work. Covers the basic concepts of research question development, topic exploration, structure and searching of online databases; use of the Internet and the World Wide Web; critical evaluation of literature in the disciplines and creation of an annotated bibliography. Prerequisite: LIB 127 recommended or basic library skills.

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. Student must have at least sophomore standing to register for this course.

LIB 388 - Literature For Elem Grds 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. Student must have at least sophomore standing to register for this course.

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. Student must have at least sophomore standing to register for this course.

LIB 389L- Lit Mdle Lvl Lab Credits: .00
Student must have at least sophomore standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

LIB 488 - Books For Young Adults 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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

LIB 490L- Ed Tech Lab Credits: .00
Student must have at least junior standing to register for this course.
Liberal Studies

This major is also available onsite/online.

The Liberal Studies major is also offered by the College of Education. Early Childhood Education (ECED) and Business/Health are preapproved programs. Other options are also possible. Please refer to the Liberal Studies Degree Program located in the College of Arts and Sciences section for complete guidelines for the Liberal Studies Degree.

COURSE DESCRIPTION
LS 403 Sr Proj/Capstone:ED Credits: 4.00
Individualized capstone project conducted with a teaching faculty capstone adviser in students’ main subject area in the College of Education. Prerequisite: Approval of capstone proposal form. Restrictions: May not be enrolled in one of the following classes: Freshman, Sophomore.

Physical Activity and Health

OBJECTIVES
The Division of Physical Activity and Health (PHYSH) degree program at Eastern Oregon University seeks to produce graduates who possess the skills necessary to promote health and physical activity within a modern society. The inter-relationship of health, physical activity and the exercise sciences creates within the division a commitment to preparing individuals who can competently promote wellness, sport, recreation, and exercise in school, community and other societal settings.

The division offers two bachelor degree programs: a BA/BS in Physical Activity and Health with three concentration options; and a Liberal Studies BA/BS in Business and Health Promotion. In addition to the bachelor degree programs three academic minors are available. The minors are Physical Education - 30 credits; Health Studies - 30 credits, and Gerontology - 30 credits.

PROGRAM OUTCOMES / REQUIREMENTS
1. Admission to All Programs
   a. Complete PES 131 Foundations of Exercise Science, Health Studies, and Physical Activity (2) with a grade of C- or better.

2. Learning Outcomes required for graduation
   The Physical Activity and Health Degree Program requires that students meet the following standards that exemplify what a professional in the field should achieve:
   Communication
   - Inquire, Create, Communicate: Demonstrate a standard of communication through writing proficiency by completing writing intensive classes. Every student must complete this requirement either through specific coursework in designated classes (EXS 311, HWS 350, and HWS 351), or they must demonstrate in another format completion of this standard. Proficiency is measured using a rubric.
   - Complete the computer literacy requirement by taking EXS 322, EXS 323, HWS 325, HWS 412, and/or PES 470.***

   Community-Based Learning
   - Civic or Community Engagement: Demonstrate engagement with diverse communities through experience working with Older Adults (HWS 422, 423, PES 407, and PES 409); or with special needs populations (EXS 440, 444). This is assessed using a journal and analysis paper.

   Physical Fitness
   - Applied Learning: Demonstrate a standard of health-related fitness by achieving at least the 65th percentile on a physical ability test*. Every student must complete this requirement either through specific coursework in designated classes (HWS 298, EXS 323), or they must demonstrate in another format completion of this standard.
   - Competency in First Aid and CPR.
   - (Only required of students completing the Concentration in Physical Education and Sport). Competency in the following areas as demonstrated through completion of PES 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. This is measured by skill test performance.

**Academic Performance**
- Content Knowledge: Demonstrate competency in the academic content of physical activity and health by completing all PHYSH course work with an average on all assigned tasks of 60% or better (the equivalent to a grade of "C-" or better)**. Each individual course lists specific outcomes that are tied to national standards. Through discussion, examination, laboratory experiences, and application of concepts, students are assessed and graded according to their performance.
- Demonstrate mathematics competency by completing MATH 105, 111, 113, 211, 212, 213, or equivalent courses. This is an institution degree requirement for the BS degree and is not a program specific assessment.

**Practical Application**
- Integrated and Applied Learning: Demonstrate understanding of physical activity and health concepts and ability to communicate essential elements of the discipline through completion of the capstone experience. Within the capstone experience, all students are required to do the following:
  - Complete a three-term sequence of practicum experience. Each experience is different, but must include a setting applicable to a recognized content area of the program.
  - Students must complete a certification examination such as the Praxis, ACSM, NATA, ACEP, CHES or other nationally recognized certification exam.

*Norms are available for persons with disabilities.

**Students wishing to enter the Master of Arts in Teaching program (MAT) must achieve a 3.0 GPA on the last 60 credit hours of coursework and meet other admission requirements. Also, if you plan to seek K-12 teacher licensure in Physical Education, and/or in Health Education through programs available at EOU, you must complete both the Physical Education and Sport concentration and the Health and Wellness Studies concentration. The teacher education program through EOU requires that students seeking to enter the program with an emphasis in Physical Education and Health Education must show subject matter competence by completing the aforementioned programs or show equivalency.

**EXERCISE SCIENCE CONCENTRATION**
Select at least 30 credits from the following:

- EXS 311 Sport Psychology (3)
- HWS 350 Lifestyle Behavior and Health (3)
- PES 359 Prevention and Care of Injury in Physical Activity Settings (3)
- PES 364 Scientific Basis of Coaching Youth Sports (3)
- EXS 451 Physiology of Exercise II (4)
- EXS 452 Physical Activity in Disease Prevention (3)
- EXS 453 Motor Learning and Control (4)
- HWS 412 Program Design and Evaluation in Health and Wellness (3)
- EXS 444 Adapted Physical Activity (3)
- HWS 325 Nutrition and Sport Performance (4)
- PSY 327 Statistics (5) or other advisor approved statistics course

*Required Courses

**BALANCING PHYSICAL ACTIVITY AND HEALTH MAJOR**

**CHECKLIST**

**CORE REQUIREMENTS FOR ALL PROGRAMS - 35 hours**

- BIOL 231 Human Anatomy and Physiology I (4)
- BIOL 232 Human Anatomy and Physiology II (4)
- BIOL 233 Human Anatomy and Physiology III (4)

**EXERCISE SCIENCE CONCENTRATION**

Select at least 30 credits from the following:

- EXS 311 Sport Psychology (3)
- HWS 350 Lifestyle Behavior and Health (3)
- PES 359 Prevention and Care of Injury in Physical Activity Settings (3)
- PES 364 Scientific Basis of Coaching Youth Sports (3)
- EXS 451 Physiology of Exercise II (4)
- EXS 452 Physical Activity in Disease Prevention (3)
- EXS 453 Motor Learning and Control (4)
- HWS 412 Program Design and Evaluation in Health and Wellness (3)
- EXS 444 Adapted Physical Activity (3)
- HWS 325 Nutrition and Sport Performance (4)
- PSY 327 Statistics (5) or other advisor approved statistics course

*Required Courses

**HEALTH AND WELLNESS STUDIES CONCENTRATION**

Choose 30 credits from the following:

- HWS 250 Personal Skills for Healthy Living (3)
- HWS 298 Health and Fitness for Life (3)
- HWS 314 Health and Humanities (2)
**PHYSICAL ACTIVITY AND HEALTH: 30 credit hours**

* Required Courses

1. PES 364 Scientific Basis Coaching Youth Sports (3), or
2. PES 444 Adapted Physical Activity (3), or
3. HWS 422 Gerontology and Health Activity (2); and PES 409 Practicum: Adult Health and Development Program (1) 
LS 401 Capstone (4)

**DIVISION OF PHYSICAL ACTIVITY AND HEALTH (PHYSH) MINORS CHECKLIST**

Majors may complete a minor only if there is no duplication of coursework between the major degree (CORE and CONCENTRATION) and the minor. A minimum of 10 credits toward a minor must be earned through EOU courses.

**PHYSICAL EDUCATION MINOR**
(Complete a minimum of 30 credits)

- HWS 250 Personal Skills for Healthy Living (3)
- HWS 298 Health and Fitness for Life (3)
- *HWS 325 Nutrition for Sport Performance (4)
- *HWS 350 Lifestyle Behavior and Health (3)
- *HWS 351 Community and Social Skills for Healthy Living (3)
- *HWS 352 Crit Scientific Basis HlthEd/HlthProm (3)
- *HWS 412 Program Design and Evaluation in Health and Wellness (3)

**HEALTH STUDIES MINOR**
(complete a minimum of 30 credits)

- *HWS 250 Personal Skills for Healthy Living (3)
- *HWS 298 Health and Fitness for Life (3)
- *HWS 325 Nutrition for Sport Performance (4)
- *HWS 350 Lifestyle Behavior and Health (3)
- *HWS 351 Community and Social Skills for Healthy Living (3)
- *HWS 352 Critical Cmptnce HlthEd/HlthProm (3)
- *HWS 412 Program Design and Evaluation in Health and Wellness (3)

**LIBERAL STUDIES BA/BS DEGREE OPTION : BUSINESS AND HEALTH PROMOTION**

**Business 32 credit hours**

- BA 211 Financial Accounting (4)
- BA 213 Managerial Accounting (4)
- BA 254 Business Law (4)
- BA 312 Principles of Marketing (5)
- BA 321 Principles of Management (5)

Select two courses from the following

- BA 451 Human Resource Management (5)
- BA 460 Entrepreneurship (5)
- BA 461 Organizational Behavior (5)
- BA 464 Promotion Strategy
- BA 465 Consumer Behavior (5)
- BA 498 Business Policy and Strategy (5)

**Physical Activity and Health: 30 credit hours**

* Required Courses

- *HWS 298 Health and Fitness for Life (3)
- *EXS 321 Applied Anatomy (4)
- *EXS 323 Physiology of Exercise (4)
- *HWS 325 Nutrition and Sport Performance (4)
- *HWS 350 Lifestyle Behavior and Health (3)
- PES 359 Care and Prevention in PER Settings (3)
- PES 470 Sport Management (3)

Select two from the following three options:

1. PES 364 Scientific Basis Coaching Youth Sports (3), or
2. PES 444 Adapted Physical Activity (3), or
3. HWS 422 Gerontology and Health Activity (2); and PES 409 Practicum: Adult Health and Development Program (1) 
LS 401 Capstone (4)

**GERONTOLOGY MINOR**
(30 credits)

- Minor no longer available as of June 2013

- HWS 250 Personal Skill for Healthy Living (3)
- HWS 325 Nutrition for Sport Performance (4)
- SOC 338 Sociology of Families (5)
**PHYSICAL EDUCATION COURSE DESCRIPTIONS**

**EXS 213 - Qual Analy Human Mvmnt Credits: 3.00**
This course is for the student to develop an ability to perform systematic qualitative analyses of physical skills. The student will acquire observational skills and be able to detect and correct faults in technique that limit human performance. Practical hands-on experience will be required with various ages and abilities of subjects. Prerequisite: PES 131.

**EXS 311 - Sport Psychology Credits: 3.00**
Study of psychological factors affecting sport performance and exercise participation. Specific attention will be given to techniques for effectively coaching athletes and teaching physical education classes. Topics include motivation, arousal, psychological skill training, goal setting, and group dynamics. Student must have at least sophomore standing to register for this course.

**EXS 312 - Msrmnt/Eval Phys Act/Hlth Credits: 3.00**
This course investigates the development of physical activity and health curriculums and programs in school and nonschool settings. This course will emphasize measurement and evaluation of individuals as it relates to physical activity, physical education and health. Student must have at least sophomore standing to register for this course.

**EXS 321 - Applied Anatomy Credits: 4.00**
Study of the musculoskeletal structure of the living human body; bones and their specific articulations; segments and their movements; muscles and their attachments and actions. Special emphasis is placed on musculoskeletal analysis of basic exercise and movement patterns. Prerequisite: BIOL 231, 232, and 233, or consent of instructor. Student must have at least sophomore standing to register for this course.

**EXS 321L- Applied Anatomy Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**EXS 322 - Biomechanics Credits: 4.00**
Integration of skeletal and neuromuscular anatomy with mechanical principles of human motion. Analysis of sports skills for performance improvement. Prerequisite: EXS 321 or consent of instructor. Student must have at least sophomore standing to register for this course.

**EXS 322L- Biomechanics Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**EXS 323 - Physiology of Exercise Credits: 4.00**
Investigation of the relationship between physical activity and physiological processes, with special emphasis on energy metabolism, neuromuscular structures and functions, cardiorespiratory responses to exercise, environmental stress and exercise and training principles. Prerequisite: EXS 321, BIOL 232, or consent of instructor. Student must have at least sophomore standing to register for this course.

**EXS 323L- Physiol/Exercise Lab Credits: .00**
Student must have at least sophomore standing to register for this course.

**EXS 440 - Motor Development Credits: 3.00**
A study, critique, and analysis of human motor growth and development and skill acquisition in regular populations. Topics include performance assessment and remediation, and adaptation of activities for individuals throughout the lifespan of development, with an emphasis on early childhood and older adults. Prerequisite: PSY 311 recommended. Student must have at least junior standing to register for this course.

**EXS 444 - Adapted Physical Activity 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; and practicum experience. Prerequisite: EXS 440 or consent of instructor. Student must have at least junior standing to register for this course.

**EXS 451 - Physiol of Exercise II Credits: 4.00**
Advanced principles of exercise metabolism, including exercise energetics, and cardiovascular dynamics. Particular emphasis on body adaptations to exercise stress under normal and altered environmental conditions. Prerequisite: EXS 323 or consent of instructor. Student must have at least junior standing to register for this course.

**EXS 452 - Phys Act In Disease Prev Credits: 3.00**
Application of scientific theory and findings to understand and analyze the role of physical activity in chronic disease prevention and treatment. The following diseases or conditions will be reviewed: coronary heart disease - high blood pressure, blood cholesterol, high lipids, stroke, cancer, diabetes, osteoporosis, arthritis and asthma. Prerequisite: EXS 323 or consent of the instructor. Student must have at least junior standing to register for this course.

**EXS 453 - Motor Learning/Control Credits: 4.00**
Study of the neurological basis for movement. Course content will include central and peripheral neurologic control, reflexes, motor theory, and the relationship between control of movement and acquisition of motor skills. Both theoretical and hands on approaches to motor control and learning will be utilized. Prerequisite: EXS 323 or consent of instructor. Student must have at least junior standing to register for this course.

**EXS 544 - Adv Studies Adapted PE Credits: 2.00**
Overview of the historical, cognitive, neuromuscular, sensory, physical activity and health
and orthopedic impairments associated with programs for individuals with disabilities. Course study will include discussions of design, implementation, and assessment of programs and individuals. Student must have graduate standing to register for this course.

HWS 198 – Outdoor Act/Lifetime Wellness Credits: 3.00
This course provides an overview of the major components of lifetime activities (outdoor) for wellness. Special emphasis is placed on developing knowledge and skills related to participation in a range of outdoor physical activities. Class sessions will introduce students to lifetime physical activities with topics such as health-related fitness components, hazards and risk management, planning and recording activity, hydration and energy intake, and teamwork and decision making. The weekly lab sessions will engage students in activities such as hiking, trail running, triathlon, mountain biking, road biking, rock climbing, downhill and cross country skiing, stand-up paddling, snowshoeing, ice climbing, and swimming (actual outdoor activities will vary depending on factors such as season, weather, and access). All activities are introduced at a beginner level. No previous experience is required.

HWS 225 General Nutrition Credits: Credits 3.00
A study of the biological functions and dietary sources of the essential nutrients is provided. The relationship between nutrition and health is emphasized. Healthy nutrition principles are investigated by evaluating the diets of self and others.

HWS 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.

HWS 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.

HWS 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.

HWS 314 - Health & Humanities Credits: 2.00
This course will foster opportunities for students to identify and clarify humanistic and ethical values in medical care and technology, health education, health related jurisprudence, and health related research. Studies in bioethics, communication, history, literature, religious studies, and philosophy provide opportunities for students to consider the cultural, social, and interpersonal dimensions in the planning and implementation of care and activities of the health professions. The course will utilize several reading selections as discussion points for the course. Student must have at least sophomore standing to register for this course.

HWS 317 - Global Health Credits: 3.00
Today’s world has shrunk due to the ability of individuals to travel rapidly from place to place. This has created a world where health issues are no longer confined to a limited region, but can potentially affect the entire planet. This course will examine global health issues, including historic impacts of advancing civilization on health, HIV/AIDS and the distribution of antiretrovirals (ARVs), Pandemic Flu and other infectious diseases such as malaria and tuberculosis, health care, chronic illness, and other issues. Student must have at least sophomore standing to register for this course.

HWS 320 - Hlthy Act/Games Youth Credits: 3.00
This course is directed at students in the Health Studies concentration and in the MUD program. It is specifically intended to provide a background into understanding how to plan, teach and assess games and activities for young children. Student must have at least sophomore standing to register for this course.

HWS 325 - Nutrition and Sport Performance Credits: 4.00
Study of macro- and micronutrient dietary requirements for healthy living. Topics include diet design, nutrient digestion, absorption and metabolism, energetics, and weight control. Emphasis on sport performance for all topic areas. Five-day computer dietary analysis and planning are included. Prerequisite or Co-requisite: CHEM 103. Student must have at least sophomore standing to register for this course.

HWS 334 – Sugar/Spice-Hlthy Fem Dvlpmnt Adlscse Credits: 5.00
This course is designed to provide students with a focused knowledge base regarding female adolescent development in arenas related to risk and health. It assumes that students have a solid grasp of basic human development during the adolescent/teenaged years.

HWS 335 – Male Dvlpmnt In Adolescence Credits: 5.00
This course is designed to provide students with a focused knowledge base regarding male adolescent development in arenas related to risk and health. It assumes that students have a solid grasp of basic human development during the adolescent/teenaged years.

HWS 350 - Lifestyle Behavior & Hlth Credits: 3.00
Study of contemporary issues in unhealthy lifestyle practices. Topics include health psychology, health belief models and behaviors, alcohol and other drug abuse and addiction, spiritual health issues. Student must have at least sophomore standing to register for this course.

HWS 351 - Comm/Soc Skls Hlthy Liv Credits: 3.00
The course studies contemporary wellness issues that include consumer health, community health, epidemiology, prevention and control of disease, Health careers, AIDS, and Environmental Health. Student must have at least sophomore standing to register for this course.

HWS 352 – Ctrl Cmptnce HlthEd/HlthProm Credits: 3.00
This course is designed to explore the impact of diversity, power, and cultural differences that effect health issues within our population. Prerequisite: Admit to program required.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HWS 412</td>
<td>Prog Des/Eval PE &amp; Hlth</td>
<td>3.00</td>
</tr>
<tr>
<td>HWS 422</td>
<td>Gerontology/Healthy Activity</td>
<td>2.00</td>
</tr>
<tr>
<td>HWS 423</td>
<td>Aging &amp; Society</td>
<td>3.00</td>
</tr>
<tr>
<td>HWS 431</td>
<td>Alcohol &amp; Drugs: Prevention</td>
<td>5.00</td>
</tr>
<tr>
<td>HWS 432</td>
<td>Substance Abuse/Family Relations</td>
<td>5.00</td>
</tr>
<tr>
<td>HWS 433</td>
<td>Alc/Drugs: Use/Misuse/Addiction</td>
<td>5.00</td>
</tr>
<tr>
<td>PES 292</td>
<td>Water Safety Instructor</td>
<td>3.00</td>
</tr>
<tr>
<td>PES 291</td>
<td>Lifeguarding</td>
<td>2.00</td>
</tr>
<tr>
<td>PES 201</td>
<td>Intercollegiate Athletics</td>
<td>1.00</td>
</tr>
<tr>
<td>PES 270</td>
<td>Hist/Phil/Ethics Of Sport</td>
<td>3.00</td>
</tr>
<tr>
<td>PES 291</td>
<td>Practicum</td>
<td>1.00 TO 6.00</td>
</tr>
<tr>
<td>PES 200I</td>
<td>Intact Courses</td>
<td>1.00</td>
</tr>
<tr>
<td>PES 131</td>
<td>Fndtns Phys Act &amp; Hlth</td>
<td>2.00</td>
</tr>
<tr>
<td>PES 180</td>
<td>Activity Courses</td>
<td>1.00</td>
</tr>
<tr>
<td>PES 199</td>
<td>Selected Topics</td>
<td>1.00 TO 6.00</td>
</tr>
<tr>
<td>HWS 510</td>
<td>Selected Topics</td>
<td>1.00 TO 6.00</td>
</tr>
<tr>
<td>HWS 522</td>
<td>Health Promotion In Sch</td>
<td>1.00</td>
</tr>
<tr>
<td>HWS 521</td>
<td>Intact Courses</td>
<td>1.00</td>
</tr>
<tr>
<td>PES 209</td>
<td>Practicum</td>
<td>1.00 TO 6.00</td>
</tr>
<tr>
<td>PES 270</td>
<td>Hist/Phil/Ethics Of Sport</td>
<td>3.00</td>
</tr>
<tr>
<td>PES 291</td>
<td>Lifeguarding</td>
<td>2.00</td>
</tr>
<tr>
<td>PES 292</td>
<td>Water Safety Instructor</td>
<td>3.00</td>
</tr>
</tbody>
</table>

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 Health and Wellness settings. Prerequisite: STAT 315 and STAT 316 or PSY 327; HWS 351 and HWS 350; or consent of instructor. Student must have at least junior standing to register for this course.

The study of the dynamics of later life and the process of aging with an emphasis on healthy activities. Includes overview of aging, physiological and behavioral dimensions of the aging process, screening and assessment, training methods, and successful program design, leadership and risk management. Student must have at least junior standing to register for this course.

This course examines the relationship between the quality of one's life in old age and the life experiences, choices made in younger years, the opportunities that a person has grasped, and the many constraints and potential barriers that life has presented. The course discusses how race, class, gender, and culture combine with age to determine how an individual can achieve a healthy life in all of life's many dimensions such as physical, spiritual, and emotional areas. Prerequisite: HWS 422; admission to the Health & Wellness Studies program; or consent of instructor. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

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. Student must have at least junior standing to register for this course.

This course explores the theoretical, practical, and applied approaches to advanced study in Physical Activity and Health. Topics will be selected that reflect contemporary issues in Exercise Science, Health, and Physical Activity. Prerequisite: Approved Graduate student. Student must have graduate standing to register for this course.

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. Student must have graduate standing to register for this course.

Overview of career opportunities and success skills in physical activity and health. The class focuses on topics such as professional writing, academic literature, pedagogy, technical knowledge, and national certification exams. Fitness tests are also conducted for each student.

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.

Up to twelve hours may apply as elective credits toward graduation.

Consideration of the historical, philosophical, and ethical foundations of physical education and health. Exploration of contemporary values, issues, and controversies concerning sport and wellness.

Red Cross certificate program. Prerequisite: Current First Aid CPR certification.

Red Cross certificate program. Prerequisite: 1. Be at least 17 years old at the start of the 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

---

**Register for this course.**

**HWS 433 - Alc&Drugs:Use/Misuse/Add Credits: 5.00**

**HWS 510 - Selected Topics Credits: 1.00 TO 6.00**

---

**HWS 522 - Health Promotion In Sch Credits: 1.00**

**PES 131 - Fndtns Phys Act & Hlth Credits: 2.00**

**PES 180 - Activity Courses Credits: 1.00**

**PES 199 - Selected Topics Credits: 1.00 TO 6.00**

**PES 200I- Intact Courses Credits: 1.00**

**PES 201 - Intercollegiate Athletics Credits: 1.00**

**PES 209 - Practicum Credits: 1.00 TO 6.00**

**PES 270 - Hist/Phil/Ethics Of Sport Credits: 3.00**

**PES 291 - Lifeguarding Credits: 2.00**

**PES 292 - Water Safety Instructor Credits: 3.00**

---

**PES 292 - Water Safety Instructor Credits: 3.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**

---

**PES 200I- Intact Courses Credits: 1.00**
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.

PES 293 - Lifeguard Instructor Trng Credits: 2.00
Red Cross certificate program. Prerequisite: Current First Aid/ CPR certification and lifeguarding certification.

PES 294 - Teaching Team Sports Credits: 3.00
Study and application of pedagogy for team sports. Fundamental skills, appreciation, knowledge of rules, and instructional strategy are emphasized for soccer, track & field, baseball/softball, football, rugby, volleyball, and basketball. Prerequisite: EXS 213.

PES 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: EXS 321. Student must have at least sophomore standing to register for this course.

PES 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: Secondary Education Program Admission. Student must have at least sophomore standing to register for this course.

PES 363L - Curric Meth:PE/Hlth Lab Credits: .00
Field experiences in Physical Education and Health in grades K-12. Student must have at least sophomore standing to register for this course.

PES 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. Student must have at least sophomore standing to register for this course.

PES 365 - Football Coach & Off 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. Student must have at least sophomore standing to register for this course.

PES 366 - Basketball Coach & 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. Student must have at least sophomore standing to register for this course.

PES 367 - Baseball Coach & Off 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. Student must have at least sophomore standing to register for this course.

PES 368 - Track/Fld 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. Student must have at least sophomore standing to register for this course.

PES 369 - Wrestling Coach & Off 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. Student must have at least sophomore standing to register for this course.

PES 370 - Volleyball Coach & 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. Student must have at least sophomore standing to register for this course.

PES 371 - Soccer Coach & Off Credits: 3.00
The course will study and analyze the playing rules, fundamentals, techniques and materials for coaching and officiating soccer. Student must have at least sophomore standing to register for this course.

PES 372 - Tennis Coach & Off Credits: 3.00
Study and analysis of playing rules, fundamentals, techniques and material for coaching a tennis team. Student must have at least sophomore standing to register for this course.

PES 373 - Golf Coach & Off Credits: 3.00
Study and analysis of playing rules, fundamentals, techniques and materials for coaching a golf team. Student must have at least sophomore standing to register for this course.

PES 394 - Teach Games/Dance/Gym Credits: 3.00
Study and application of pedagogy for games, dance and gymnastics. Fundamental skills, appreciation, knowledge of rules, and instructional strategy are emphasized for cricket, netball, speedball, team handball, and many games appropriate for elementary school. Topics also include self defense, gymnastics, group exercise, and dance. Prerequisite: PES 294. Student must have at least sophomore standing to register for this course.

PES 407 - Seminar Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.

PES 409 - Practicum Credits: 1.00 TO 6.00
(Capstone) Prerequisite: Consent of instructor. Student must have at least junior standing to register for this course.

PES 410 - Selected Topics Credits: 1.00 TO 6.00
Student must have at least junior standing to register for this course.
PES 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. Student must have at least junior standing to register for this course.

PES 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 preand post-surgical, and post-injury management. Prerequisite: Admission to Sports Medicine Program. Student must have at least junior standing to register for this course.

PES 461 - Therapeutic Modalities Credits: 3.00
Student must have at least junior standing to register for this course.

PES 462 - Admin Athletic Trng Prgm Credits: 3.00
Student must have at least junior standing to register for this course.

PES 463 - Curric Meth:PE/Health 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: Secondary Education PES 363. Student must have at least junior standing to register for this course.

PES 463L- Curric Meth:PE/Hlth Lab Credits: .00
Field experiences in Physical Education and Health in grades K-12. Student must have at least junior standing to register for this course.

PES 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. Student must have at least junior standing to register for this course.

PES 481 - Curr Stnd:PE & Health 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. Student must have at least junior standing to register for this course.

PES 481L- Curr/Stnd:PE/HE Pr Grd Lab Credits: .00
Student must have at least junior standing to register for this course.

PES 494 - Tchng Ind Lifetime Sports Credits: 3.00
Study and application of pedagogy for individual sports. Fundamental skills, appreciation, knowledge of rules, and instructional strategy are emphasized for badminton, skiing, swimming, rock climbing, mountaineering, backpacking, orienteering, bicycling, tennis, archery, golf and bowling. Prerequisite: PES 394. Student must have at least junior standing to register for this course.

PES 507 - Seminar Credits: 1.00 TO 6.00
Student must have graduate standing to register for this course.

PES 571 - Physical Activity and Health Methods: ECE Credits:1.00
Explores principles of ECE school health and physical education and developmentally appropriate teaching strategies for current health and wellness issues in an ECE setting. Emphasis will be on movement education and motor skill development, educational games, educational gymnastics, educational dance, health curriculum, state standards, health literacy and effective health practices. Prerequisites: Graduate standing and admission to the MAT program.

PES 572 - Physical Activity and Health Methods: ELE Credits: 1.00
Explores principles of elementary school health and physical education and developmentally appropriate teaching strategies for current health and wellness issues in an elementary setting. Emphasis will be on movement education and motor skill development, educational games, educational gymnastics, educational dance, health curriculum, state standards, health literacy and effective health practices. Prerequisites: Graduate standing and admission to the MAT program.

PES 574 - Physical Activity and Health Methods: HS Credits: 3.00
Explores principles of physical education and health in the middle/high school grades. Focuses on contemporary activities that produce and promote wellness in children and young people. Students will learn and utilize strategies that are appropriate for both classroom and movement settings. Prerequisites: Graduate standing and admission to the MAT program.

PES 575 - Physical Activity and Health Methods: ML Credits: 3.00
Explores the prospective teacher’s knowledge and understanding of physical education and health in the middle/high school grades. Focuses on contemporary activities that produce and promote wellness in children and young people. Students will learn and utilize strategies that are appropriate for both classroom and movement settings. Prerequisites: Graduate standing and admission to the MAT program.

PES 576 - Physical Activity and Health Methods: K-12 Credits: 2.00
Focuses on contemporary activities that produce and promote wellness in children and young people. Addresses state and/or national standards, available resources, support systems, and strategies for instructing K-12 students, including the ECE/ELE levels. Enhances the prospective teacher’s knowledge and understanding of physical education and health K-12. Prerequisites: Graduate standing and admission to the MAT program.
O.R. STATE UNIVERSITY AGRICULTURE AT
EASTERN OREGON UNIVERSITY

The Eastern Oregon Agriculture and Natural Resource Program (EOANRP) is a cooperative effort between Oregon State University and Eastern Oregon University. The College of Agricultural Sciences offers educational programs to serve the needs of individuals interested in pursuing careers in agribusiness; agriculture; animal, plant and food systems; fisheries and wildlife; range and natural resources management; and more. The faculty realizes the importance of individual aims and abilities and through course work, internships, advising, and extracurricular activities, tries to help each student discover and develop social, aesthetic, and ethical values as well as professional competence. Undergraduate students may pursue the following bachelor of science degree programs through the EOANRP at EOU:

- Agricultural Sciences
- Crop and Soil Science
- Natural Resources
- Rangeland Ecology & Management.

All degrees are conferred by Oregon State University.

Each student is considered an important individual. His or her study program is developed in personal consultation with an on-site OSU faculty adviser in the area of his or her major interest.

**Internships**
College of Agricultural Science departments offer academic credit for learning achieved during supervised work experience. Internships are available in all facets of agriculture and natural resources. Applications for internships must be approved prior to placement. Details are available from departmental advisers.

**Scholarships**
Students in the EOANRP at EOU are eligible to apply for scholarships from both institutions. The College of Agricultural Sciences and its departments offer a variety of scholarships to OSU admitted students. Additional information and application forms for college-level scholarships are available online at [http://agsci.oregonstate.edu/student/schol.html](http://agsci.oregonstate.edu/student/schol.html) or from the Ag Office, Badgley Hall 205. For information about departmental scholarships contact the ag faculty advisers.

**Minors**
The following minors are offered by the EOANRP:

- Agricultural Science
- Animal Science
- Crop Science
- Fish and Wildlife
- Rangeland Ecology and Management
- Soil Science

These minors are available to all EOU students. Students interested in pursuing a minor must first contact the advisor in the area of interest and meet the following requirements:

1. The minor must consist of a minimum of 27 designated credits of related course work, including 12-15 in upper division courses.
2. Courses required for the student’s major may not count toward a minor.
3. An individual course may not count toward more than one minor.
BACCALAUREATE CORE (48)* AS OF 2005

Skills (15)
To support students’ success in all courses, the following first-year Skills courses are to be taken and completed satisfactorily within the first 45 hours of OSU-generated credits:
Writing I (WR 121, minimum passing grade C–)
Mathematics
Speech

To prepare for the upper-division Writing Intensive Course in the major, the following Skills course is to be taken and completed satisfactorily within the first 90 hours of OSU-generated credits:
Writing II
Fitness (3)
Perspectives (24)
Physical Science (with lab) (4 or 8)
Biological Science (with lab) (4 or 8)
Western Culture (3)
Cultural Diversity (3)
Literature and Arts (3)
Social Processes and Institutions (3)
Difference, Power and Discrimination (3)
Synthesis (6) Two courses used to fulfill the syntheses requirement may not be in the same department.
Contemporary Global Issues (3)
Science, Technology, and Society (3)
Writing Intensive Courses (WIC) (3)

A list of courses and specific departmental requirements of the Baccalaureate Core is available in the Agriculture Program Office.

GRADUATION REQUIREMENTS
To be eligible for a Bachelor of Science (BS) degree, a student must complete:
Total Hours 180
Total Upper Division Hours 60
Total Agriculture Hours 36
Total Upper Division Agriculture Hours 24
At least 45 resident credits after admission to OSU

ACADEMIC PROGRAMS IN AGRICULTURAL SCIENCES
Please contact the Eastern Oregon Agriculture and Natural Resource Program directly for current major and minor requirements. You can also see the Oregon State University catalog at www.oregonstate.edu

AGRICULTURAL SCIENCES (formerly “General Agriculture”)
The Agricultural Sciences major gives you the freedom to design your own degree. With your choice of credits and electives, you can go broad with exposure to all areas of agriculture, go deep with two or more emphasis areas — or do a combination of both. You can focus on topics like animal sciences, crop and soil science or agricultural business management. Other focus areas can strengthen your leadership and communication skills. And if you’re interested in becoming a teacher, an Agricultural Sciences degree is an ideal first step.

With a degree in Agricultural Sciences, you can get a wide-ranging education that covers agriculture production, agribusiness and environmental issues.

CROP AND SOIL SCIENCE
The discipline of crop science provides the knowledge and understanding for technologies that contribute directly to improvements in production and quality of food, feed, fiber, seed, energy, and nutraceutical crops for the world. The art and science of plant improvement are key elements in efforts to feed, clothe and provide energy for the world’s ever-growing population. Conventional and molecular tools assist in the development of new genetic strains of food and energy crops. Crop plants play an important role in the future of sustainable food and energy production.

The discipline of soil science provides the basic understanding of the physical, chemical, and biological properties of this important natural resource. The importance of soil as the fundamental substrate for life on terrestrial landscapes. Soil plays a vital role in sustaining human welfare and assuring future agricultural productivity and environmental stability. An understanding of global and local ecology depends on an awareness of the soil and its properties. Global information and mapping systems are essential tools for characterizing the landscape and its constituent soils.

Agronomists are crop and soil scientists who work to improve crops and agricultural productivity while effectively managing pests and weeds. Students in crop and soil science explore important contemporary issues faced by our society, including water quality and management, sustainability of different types of crop production, organic crop production, erosion and sedimentation, growing crops for biofuel production, land-use and reclamation, genetic modification of crop plants, and soil quality and sustainability. An array of careers are available in such areas as crop production and management, new crop development, soil management, soil ecology, ecosystem restoration, agricultural business and marketing, etc.

NATURAL RESOURCES (INTERDISCIPLINARY DEGREE)
Students who graduate with a BS degree in Natural Resources from OSU should be able to integrate technical “field” skills with analytical skills to solve important natural resource problems. The curriculum is designed to help students acquire knowledge enabling them to understand a range of natural resource issues, work with experts in a variety of resource fields, and deal with social and political components of resource management. This program is an interdisciplinary offering supported by the colleges of Agricultural Sciences, Forestry, Liberal Arts, and Science.

In addition to the baccalaureate core, the three main areas for course work include: the natural resources core (74 credits), breadth requirements (21 credits), and the specialty option (40 credits). Within these areas, students have a number of courses to choose from to fulfill requirements. Students acquire knowledge and background in physical and biological systems, math and statistics, natural resource policy, ecology, economics, and decision making. Breadth is acquired in seven key areas of resource management. Finally, students

---

Please note: The text provided is a natural language representation of the document content. If you need further assistance, please let me know!
develop depth in the specialty option, choosing from a number of pre-approved options, or creating an individualized specialty option.

Only two courses used to complete the natural resources major requirements may be taken S/U. Grades of C– or better are required in upper-division natural resources core courses, plus all breadth requirements.

Some of the courses for this degree offered here in the ag program at EOU are only available online. Please see the ag office for the current options, list of courses for specific Core and Breadth requirements.

REM name changed to Rangeland Sciences

Rangeland ECOLOGY & MANAGEMENT

Rangeland resource management is one of the family of natural resources professions important to the social, economic, and political development of Oregon, the nation, and the world. It is based upon ecological principles and is concerned with the restoration, improvement, conservation, and use of rangelands. Since range management is practiced on lands producing domestic and wild animals, timber, water, and recreation, concepts of integrated land use are included in the curriculum. A balance among soil, domestic animal, wildlife, ecology, and other biological sciences is realized in the educational program.

The curriculum includes university and departmental requirements for the BS degree and provides emphasis either in science, management, ecology, or allied disciplines. Facilities for study include classroom and field-oriented educational environments both on-campus and at locations throughout Oregon. Field trips are taken in conjunction with specific courses.

Summer employment with private industry, government agencies, and on range research projects makes possible learning experiences while earning a salary. Employment opportunities include resource management, research, Extension, ranch management, college and university teaching, business and industrial activities related to rangeland resources, and foreign agricultural and resource development assistance.

The Department of Rangeland Ecology and Management is accredited by the Society for Range Management. It is recognized throughout the country as one of the leading institutions of rangeland management.

AGRICULTURAL SCIENCES COURSE DESCRIPTIONS

AG 199 - Special Topics Credits: 1.00 TO 16.00
Provide perspectives on current issues in the fields of agriculture and natural resources, and insight into career possibilities in the fields of Crops, Range, Animal Science, Fish and Wildlife, Agricultural Business Management and Natural Resource Management. The seminars combine classroom activities, guest lectures, and field trips that will provide students a broader understanding of what is going on in the agriculture and natural resource industry today. Students may enroll in one or both seminars. Topics vary by term. Prerequisite: Freshmen or consent of instructor. Only freshmen may enroll in this class.

AG 405 - Reading & Conference Credits: 1.00 TO 16.00

AG 421, LEADERSHIP DEVELOPMENT (3).
Principles of leadership development, leadership analysis and style, record keeping procedures, youth organizations, and activities in leadership for youth. (Writing Intensive Course) PREREQS: Senior standing.

AGRICULTURAL AND RESOURCE ECONOMICS COURSE DESCRIPTIONS

AREC 211 - Mgmt in Agriculture Credits: 4.00
WINTER. Economics and business principles applied to the management of agribusiness firms, including farms and ranches; goal setting and management information; planning and decision making tools; acquiring, organizing, and managing land, labor, and capital resources. Prerequisite: MATH 111 or equivalent or consent of instructor. Student must have at least sophomore standing to register for this course.

ANIMAL SCIENCE COURSE DESCRIPTIONS

ANS 121 - Intro To Animal Sci*SMI Credits: 4.00
Gen Ed Core-Natural, Math & Info Sciences
WINTER. Principles of breeding, physiology, nutrition, and management as they apply to modern livestock and poultry production.

ANS 311 - Prin of Animal Nutrition Credits: 3.00
FALL ALT YRS. Classification, digestion, absorption, and metabolism of nutrients in animals; consequences of nutritional deficiencies and toxicities. Prerequisite: BIOL 101 and BOT 202 or BIOL 102.

ANS 313 - Appld Animal Nutri:Fds/Rtn Credits: 4.00
SPRING ALT YRS. Discusses topics relevant to feedstuff identification and nutrient analysis, feed processing and formulation of balanced animal diets based on nutrient requirements. Provides students hands-on experiences in identifying various feedstuffs and formulating rations based on the nutrient composition of those feedstuffs. Prerequisite: ANS 121, ANS 311. Student must have at least sophomore standing to register for this course.

ANS 315 - Cont Soc Iss Anim*SSC Credits: 3.00
Gen Ed Core-Social Sciences
WINTER, EVEN YEARS. Discussion of contentious issues including role of animal products and human health; use of hormones and antibodies; new animal biotechnologies; animal rights/welfare; livestock grazing public lands. Student must have at least sophomore standing to register for this course.

ANS 317 - Reproduction Dmstc Anmals Lab Credits: 1.00
SPRING. Gross and microscopic anatomy of the reproductive tract; semen collection, evaluation and extension; evaluation of fertilization, embryo and fetal development and placentation. Prerequisite: ANS 121.

ANS 405 - Reading & Conference Credits: 1.00 TO 16.00
Student must have at least junior standing to register for this course.

ANS 406 - Projects Credits: 1.00 TO 6.00
Prerequisite: Faculty approval required. Student must have at least junior standing to register for this course.
ANS 410 - Animal Sci Internship Credits: 1.00 TO 12.00
Student must have at least junior standing to register for this course.

ANS 438 - Exploring World Ag I & II Credits: 2.00
 SPRING/FALL. Survey of crop and livestock production in a designated section of the world, including history, culture, and political situation. Course is designed to prepare students for a tour of study area. Not offered every year. Student must have at least junior standing to register for this course.

ANS 443 - Beef Prod Systm:Cow/Calf Credits: 3.00
 WINTER, ALT YEARS. Fundamentals of nutrition, reproductive physiology and health programs and their applications in the care and management of beef cattle in cow/calf production scenarios. Students will gain background in biological cycles and fundamental principles of cow/calf management. Prerequisite: ANS 311. Student must have at least junior standing to register for this course.

ANS 444 - Beef Prod Syst:Stckr/Fdlt Credits: 3.00
 SPRING, ALT YEARS. Continuation of the study of beef cattle management. Discussion of various husbandry, nutritional, health and marketing concepts in growing/finishing beef cattle systems. The impact of various environmental, economical and political policies on these programs will also be evaluated and discussed. Overnight field trip with extra fee charged. Prerequisite: ANS 311, ANS 443. Student must have at least junior standing to register for this course.

BOTANY COURSE DESCRIPTIONS
These prefixes and descriptions are subject to possible changes, please contact the EOANRP office for current offerings.

BOT 350 - Intro Plant Path Credits: 4.00
 WINTER, ALT YEARS. This is an OSU class. Symptoms, causal agents, diagnosis, and prevention of plant diseases, with emphasis on fungi, bacteria, nematode, and virus pathogens. Lec/lab. Prerequisite: Introductory botany or biology.

BOT 350L- Intro Plant Path Lab Credits: .00
 WINTER. ALT YEARS. This is an OSU class.

CROPS SCIENCE COURSE DESCRIPTIONS
These prefixes and descriptions are subject to possible changes, please contact the EOANRP office for current offerings.

CSS 300 - Intro Crop Production Credits: 4.00
 FALL. Principles, practices and issues relating to production, marketing and improvement of horticultural and agronomic crops. Comparison of crop production systems; geography of crop production; cropping calendars. Prerequisite: General biology or botany sequence. Co-requisite: CSS 300L

CSS 300L- Crop Science Lab Credits: .00
Corequisite: CSS 300.

CSS 305 - Prin of Soil Science Credits: 4.00
 SPRING Origin, formation, classification; physical, chemical, and biological characteristics; ecosystem functions of soils; effects of soil management on agricultural and forest crop production. Field trips. Prerequisite: Introductory chemistry. Lec/lab.

CSS 305L- Soil Sci Lab Credits: .00

CSS 306 - Prob Solving Soil Sci Credits: 1.00
 SPRING. Problem solving for, and in-depth exploration of, Principles of Soil Science (CSS 305). Real-world problems requiring knowledge of soil physical, chemical, and biological properties. Prerequisite: CSS 305 or concurrent enrollment; MATH 111.

CSS 310 - Forage Production Credits: 4.00
 SPRING. Importance of, and current production practices for, forage crops. Lec/lab. Prerequisite: CSS 300; CSS 305. Co-requisite: CSS 310L.

CSS 310L- Forage Prod Lab Credits: .00
 Co-requisite: CSS 310 Forage Production.

CSS 311 - Introduction to Insect Pest Management Credits: 5.00
 Recognition, biology and management of injurious and beneficial insects; insects and human welfare. Concurrent laboratory is designed to illustrate principles of insect pest management in agricultural cropping systems, including medical and veterinary entomology. Prerequisite: One year of college biology.

CSS 311L - Introduction to Insect Pest Management Lab Credits: 00
 Co-requisite: CSS 311 Intro to Insect Pest Mngt.

CSS 315 - Nutrient Management & Cycling Credits: 4.00
 SPRING. Nutrient forms, transformations, and plant availability as influenced by chemical and biological reactions in soils; soil pH and management of acid and alkaline soils; characteristics and use of fertilizers, soil amendments and organic wastes. Labs include routine soil testing procedures, computer applications for soil fertility management, and field trips. Lec/lab. (Writing Intensive Course). Prerequisite: CSS 305. Lab/Lec.

CSS 315L- Nutrient Mgt Lab Credits: .00

CSS 321 - Prin Cereal Crop Prod Credits: 1.00
 SPRING ALT YRS. An overview of the principles underlying small grain production practices in the Pacific Northwest. Prerequisite: CSS 300 or equivalent; CSS 305.

CSS 322 - Prin Potato Prod Credits: 1.00
 SPRING ALT YRS. Principles and practices governing all aspects of potato production, storage and use. Prerequisites: CSS 300 or equivalent; CSS 305.

CSS 330 - World Food Crops Credits: 3.00
 SPRING. Origin, production, utilization, and improvement of the world’s major food crops. The role of crop production in global economic and social development; food security and worldwide nutritional requirements. (Bacc Core Course) Student must have at least sophomore standing to register for this course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Term</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSS 381</td>
<td>Ag/Pwr/Discrim/Survival</td>
<td>3.00</td>
<td>FALL</td>
<td>Study and discussion of the effect of difference, power, and discrimination from an agricultural perspective with particular emphasis on how agriculture has shaped both earth's ecology and human culture by enabling an ever increasing human population.</td>
</tr>
<tr>
<td>CSS 395</td>
<td>World Soil Resources</td>
<td>3.00</td>
<td>WINTER</td>
<td>The properties, global distribution, and agricultural productivity of major world soil groups are described. Potentials for human-accelerated soil degradation are introduced for each soil group, and reasons for conflicting assessments of degradation are discussed. (Bacc Core Course.)</td>
</tr>
<tr>
<td>CSS 401</td>
<td>Research</td>
<td>1.00 TO 16.00</td>
<td>Terms and credits arranged. Student must have at least junior standing to register for this course.</td>
<td></td>
</tr>
<tr>
<td>CSS 405</td>
<td>Reading &amp; Conference</td>
<td>1.00 TO 15.00</td>
<td>Various topics. Terms and credits to be arranged. Student must have at least junior standing to register for this course.</td>
<td></td>
</tr>
<tr>
<td>CSS 407</td>
<td>Senior Seminar</td>
<td>1.00</td>
<td>SPRING</td>
<td>Senior seminar is intended to instruct students on proper techniques for presentation of scientific material. Each student is expected to prepare and present a scientific seminar and to submit written documentation supporting that seminar. Graded P/N. Prerequisite: Crop &amp; Soil Science, Agricultural Sciences majors and minors only. Student must have senior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 408</td>
<td>Workshop</td>
<td>1.00 TO 16.00</td>
<td>Various Topics. Terms and credits arranged.</td>
<td></td>
</tr>
<tr>
<td>CSS 410</td>
<td>Internship</td>
<td>1.00 TO 15.00</td>
<td>Professional work experience previously approved and supervised by the department. Written report required. Prerequisite: Junior standing, major students only; instructor consent. Student must have at least junior standing to register for this course.</td>
<td></td>
</tr>
<tr>
<td>CSS 415</td>
<td>Soil Fertility Management</td>
<td>3.00</td>
<td>WINTER</td>
<td>Management of plant nutrients in agronomic systems; diagnosis of nutrient availability and prediction of crop response to fertilizers; interactions between nutrient response and chemical, physical and biological properties of soils. Prerequisite: CSS 315. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 430</td>
<td>Plant Genetics</td>
<td>3.00</td>
<td>WINTER</td>
<td>Introduction to the principles of plant genetics with an emphasis on the structure and function of economically important plant genomes. Prerequisite: CSS 300, one year of biology or botany. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 440</td>
<td>Weed Management</td>
<td>4.00</td>
<td>FALL</td>
<td>Principles of weed control by cultural biological, and chemical means; weed identification; introduction to herbicides and factors influencing their use. Prerequisite: Introductory botany or biology. Lec/Lab. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 440L</td>
<td>Weed Management Lab</td>
<td>.00</td>
<td></td>
<td>Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 460</td>
<td>Seed Production</td>
<td>3.00</td>
<td>WINTER ALT YRS</td>
<td>An introduction to principles and practices of seed based genetic delivery systems. Fundamentals of seed crop biology, cultivar maintenance and production methods are stressed. Concepts are illustrated using Pacific Northwest seed crops. Prerequisite: CSS 300. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 466</td>
<td>Soil Morph &amp; Classifica</td>
<td>4.00</td>
<td>FALL</td>
<td>Observation and description of soil properties in the field; writing soil profile descriptions; evaluating criteria that define features used to classify soils; using soil classification keys. Lec/lab. Prerequisite: CSS 305. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 480</td>
<td>Case Std Crop Syst Mgmt</td>
<td>4.00</td>
<td>WINTER</td>
<td>Decision cases involving the production of field and horticultural crops; individual and group activities; discussion of the decision making process. Multiple field trips required. Student must have at least junior standing to register for this course.</td>
</tr>
<tr>
<td>CSS 499</td>
<td>Special Topics</td>
<td>1.00 TO 16.00</td>
<td>Technical knowledge and skills development courses offered in a wide array of course formats. Topics vary from term to term and year to year. May be repeated for credit when topics differ. Prerequisite: Instructor approval required. Student must have at least junior standing to register for this course.</td>
<td></td>
</tr>
<tr>
<td>FW 251</td>
<td>Prin Fish/Wldlfe Conserv</td>
<td>3.00</td>
<td>WINTER</td>
<td>History of conservation and natural resource use; ecological principles, and social and economic limitations of conservation; principles and practices of wildlife and fisheries management; role of research in management. Prerequisite: MATH 111 or equivalent.</td>
</tr>
<tr>
<td>FW 405</td>
<td>Reading &amp; Conference</td>
<td>1.00 TO 16.00</td>
<td>Student must have at least junior standing to register for this course.</td>
<td></td>
</tr>
<tr>
<td>FW 481</td>
<td>Wildlife Ecology</td>
<td>3.00</td>
<td></td>
<td>Interrelationships of wildlife, environment and humans. Evaluation of properties and habitats of wildlife populations. Prerequisite: FW 251, BIOL 357 and either STAT 315, STAT 327 or equivalent. Student must have at least sophomore standing to register for this course.</td>
</tr>
<tr>
<td>FOR 111</td>
<td>Intro To Forestry*SMI</td>
<td>3.00</td>
<td>FALL</td>
<td>Forest resources in the world; forests and human well-being; where and how forests grow; environmental and human values; products, characteristics, and uses; basic elements of use, planning and management. Interpretation of forestry literature; professional origins in the U.S. Field trips required.</td>
</tr>
</tbody>
</table>
RANGELAND ECOLOGY & MANAGEMENT

COURSE DESCRIPTIONS

RNG 341 - Rangeland Ecol & Mgmt Credits: 3.00

RNG 351 - Rnge Ecol I-Grasslands Credits: 3.00
FALL ALT YRS. Principles and terminology of grassland ecology. Addresses the spatial temporal dynamics of structure, function, and process in North American grassland ecosystems. Water, nutrient cycles and energy pathways are explored in the context of the variable driving forces of climate (drought), herbivory, and fire. Prerequisite: RNG 241 or RNG 341. Student must have at least sophomore standing to register for this course.

RNG 352 - Rnge Ecol II:Shrublands Credits: 3.00
FALL ALT YRS. Examines the primary characteristics of each ecoregion throughout the semiarid and arid areas of North America. Covers basic ecology of each region, including a discussion of important plant species, climate patterns, soil types, and topography. Prerequisite: RNG 241 or RNG 341. Student must have at least sophomore standing to register for this course.

RNG 353 - Wildland Plant Indent Credits: 4.00
FALL. Students will learn how to identify approximately 100 plant species found in wildlands of North America and Mexico. Individual plant species ecology, basic plant anatomy and identification characteristics observable only through a microscope or dissecting scope, and how to use a dichotomous key for plant ID will also be covered.

RNG 355 - Desert Watershed Mgmt Credits: 3.00
WINTER. Principles and methods in managing rangeland for optimum production and regulation of water yields as well as maintaining soil stability and on-site productivity. Effects of grazing herbivores and their potential as a land management tool. Concepts of arid land hydrology, with emphasis on the resultant effects on runoff quantity and quality. Student must have at least junior standing to register for this course.

RNG 403 - Senior Thesis Credits: 1.00 TO 16.00
BY ARRANGEMENT. Designated “writing intensive course”. Student must have at least junior standing to register for this course.

RNG 405 - Reading & Conference Credits: 1.00 TO 16.00
Student must have at least junior standing to register for this course.

RNG 406 - Projects Credits: 1.00 TO 16.00
Student must have at least junior standing to register for this course.

RNG 407 - RNG 407 Credits: 1.00
Student must have at least junior standing to register for this course.

RNG 421 - Wildland Restoration/Ecology Credits: 4.00
SPRING, ALT YEARS. Emphasis is placed on understanding the ecology of arid and semiarid ecosystems through the study of ecological processes responsible for ecosystem function. Range improvement practices for stabilizing and repairing degraded wildlands by directing autogenic recovery mechanisms are discussed. This involves manipulating plants, soil, animals, and micro-environments for improved ecosystem functions. Field trips required. Prerequisite: RNG 241 or RNG 341. Student must have at least junior standing to register for this course.

RNG 441 - Rangeland Analysis Credits: 4.00
WINTER ALT YEARS. Techniques used to describe vegetation in shrublands, grasslands, and forests. Use of measurements in resource management. Course is field orientated, emphasizing both theory and practice of wildland inventory methods. Prerequisite: Introductory Statistics course is helpful, RNG 241 or RNG 341. Student must have at least junior standing to register for this course.

RNG 442 - Rangeland Animal Relationships Credits: 4.00
WINTER ALT YEARS. Domestic and wild animal use of rangelands as related to environmental factors; palatability, food habits, nutrition, and their effects on management of rangeland animal resources. Prerequisite: RNG 241 or RNG 341. Student must have at least junior standing to register for this course.

RNG 455 - Riparian Ecol & Mgmt Credits: 3.00
Study of the ecology of riparian vegetation, including successional processes in riparian zones, productivity, structure and diversity of riparian ecosystems. The class is focused on the terrestrial vegetation, soils and animals of riparian ecosystems. Emphasis is placed on the past abuse associated with riparian ecosystems, methods of rehabilitation, and theories of the proper use of riparian ecosystems under a multiple-use philosophy (i.e. fish, wildlife, livestock, aesthetics, recreation, and silviculture). Prerequisite: RNG 355. Student must have at least junior standing to register for this course.

RNG 490 - Rangeland Mgt Planning Credits: 4.00
SPRING ALT YEARS. Administration and management of rangelands; planning processes involving goal setting, inventories, personnel management, environment, conflict resolution and other steps necessary for decision making. Use of data collected from field problems to support the execution of class plans. Required: Field trips and lab fee. Prerequisites: RNG 241 or RNG 341. Student must have at least junior standing to register for this course.

RNG 499 - Special Topics Credits: 1.00 TO 16.00
Student must have at least junior standing to register for this course.
In 1979 the Oregon Health & Science University (OHSU) School of Nursing established an undergraduate nursing program on the Eastern Oregon University (EOU) campus in La Grande, Oregon. The two institutions developed the program in response to the ongoing critical need for educating and retaining baccalaureate-prepared nurses in rural underserved areas of eastern Oregon. On July 1, 1993 the Oregon University System (OUS) integrated all of the state’s higher education nursing programs under the administration of OHSU.

Over the years, OHSU has grown its undergraduate nursing program to include five campuses; Ashland, Klamath Falls, La Grande, Monmouth, and Portland. In addition, OHSU offers an online RN-BS program as well as nine other graduate nursing programs. The OHSU School of Nursing is an exemplary model that blends the delivery of comprehensive nursing care to rural Oregonians. The OHSU School of Nursing undergraduate and master’s programs are accredited by the Commission on Collegiate Nursing Education; the accrediting body of the American Association of Colleges of Nursing. The OHSU School of Nursing is accredited through the year 2013.

BACHELOR OF SCIENCE:
The undergraduate nursing program on the La Grande campus is housed in the EOU Science building. The program is a three year program designed to allow students to complete the nursing and non-nursing requirements necessary to achieve the Bachelor of Science with a major in nursing degree. Students can be dually enrolled with OHSU School of Nursing and Eastern Oregon University, however the nursing degree is granted by OHSU.

The Clinical Simulation Skills Suite allows students to learn in realistic clinical scenarios using lifelike simulation mannequins. OHSU nursing students attending on the La Grande campus have the benefit of EOU resources and facilities such as the Pierce Library, Bookstore, Fitness Center, and McKenzie Theatre.

The nursing program prepares students with the knowledge, skills, and clinical judgement necessary to respond to dynamic and changing health care environments. Faculty integrate theory, practice, and research into the program and are actively engaged in promoting the health and well being of local communities.

The application submission deadline is February 15th of each year. The OHSU School of Nursing uses an online application. Please find more information about the prerequisites and online application process at www.ohsu.edu/son or by contacting the Office of Admission directly.

ADMISSION INFORMATION
For more information on the available nursing programs offered by OHSU please contact the Office of Admissions at 503-494-7725 or at proginfo@ohsu.edu. Additional information about application pre-requisites, deadlines and course descriptions can be found in the OHSU School of Nursing course catalog at: http://www.ohsu.edu/son.
Members of the Oregon University System are:
Eastern Oregon University, La Grande
Oregon Institute of Technology, Klamath Falls
Oregon State University, Corvallis
Portland State University, Portland
Southern Oregon University, Ashland
University of Oregon, Eugene
Western Oregon University, Monmouth

Other Affiliated Institutions:
Oregon Health Sciences University (Schools of Dentistry, Medicine, & Nursing), Portland

Through the Chancellor’s Office of Academic Affairs, special attention is given to providing leadership, coordination and service to assure that a broad-based continuing education program is available through the several institutions. An interinstitutional booklet, The Oregon College Guide, lists fields of study at all State System institutions and provides other important information for prospective students.

For a free copy, write:
The Oregon College Guide
State Board of Higher Education
PO Box 3175 Eugene, OR 97403

STATE BOARD OF HIGHER EDUCATION
The Oregon University System is governed by the Oregon State Board of Higher Education, whose members are appointed by the governor with confirmation by the state senate. Terms are for four years for regular members and two years for student member(s).

For more information on the Oregon University System and its current officers of the board and members go to their Web site at: www.ous.edu.
INSTRUCTIONAL FACULTY

Jennifer Adkison
Associate Professor, English/Writing - 2010
PhD 2001, University of Nevada-Reno

Trisha Alexander
Clinical Instructor - 2012
BS 1998, Oregon Health & Science University

Aimee Alexander-Shea
Assistant Professor, Education - 2011
BA 1996, University of Florida
M.Ed. 1997, University of Florida
Ph.D. 2008, University of Florida

Colin Andrew
Professor, Chemistry - 2001
BS 1988, University of Nottingham, UK
PhD 1992, University of Newcastle Upon Tyne, UK

Karen Antell
Professor, Biology - 1987
BS 1979, U of California at Santa Barbara
Ph.D 1985, Washington State University

Ted Atkinson
Associate Professor, Business - 1998
BS 1970, MS 1974, Eastern Oregon University
PhD 1996, Southwest University

David Axelrod
Professor, English - 1988
BA 1980, Ohio State University
MFA 1982, University of Montana
PhD 1988, Ohio University

Marie Balaban
Professor, Psychology - 1997
BS 1982, Reed College MS 1984,
PhD 1989, University of Wisconsin-Madison

Karen Bean
Clinical Instructor - 2006
BS 2002, Oregon Health & Science University
MSN 2006, Idaho State University

Rory Becker
Assistant Professor, Anthropology - 2011
PHD 2010, University of Wyoming

James Benton
Instructor, English/Writing - 2011
MA 2010, Cal State University-Sacramento

Jeanette Benton
Instructor, English/Writing - 2012
BA 2007, Eastern Oregon University

Aaron Boudreaux
Assistant Professor, Computer Science/Multi-Media Studies - 2012
PhD 2012, University of Louisiana

Regina Braker
Professor, German - 1995
BA 1979, Pacific Lutheran University
MA 1981, Portland State University
PhD 1991, Ohio State University

Cori Brewster
Associate Professor, English/Writing - 2006
BA 1194, University of Oregon
MA 1997, University of Montana
PhD 2007, Washington State University

Douglas Briney
Associate Professor, Business - 1993
BA 1984, Washington State University
JD 1987, Willamette University
MTE 1993, Eastern Oregon University

Mary Brown
Instructor, Mathematics - 2007
BS 1984, California State University

Ray Brown
Assistant Professor, Education - 2005
AA 1968, San Bernardino Valley College
BA 1971, San Diego State University
MS 1975, California State University

Kenneth Bush
Professor, Theatre - 1999
BA 1973, Colorado State University
MFA 1988, Catholic University of America

Frank Bushakra
Senior Instructor, Education - 1989
BA 1975, California State University - Hayward
BA 1983, California State University - Stanislaus

Shaun Cain
Associate Professor, Biology - 2006
BS 1992, Florida Atlantic University
MS 1995, University of North Carolina at Wilmington
PhD 2001, University of North Carolina at Chapel Hill

Shari Carpenter
Associate Professor, Business - 2003
AA 1983, Purdue University
BA 1983, Purdue University
MBA 2005, Marylhurst University
PhD 2008, Capella University

Anna G Cavinato
Professor, Chemistry - 1992
PhD 1981, University of Bari, Italy

Xiowei Chen
Assistant Professor, Communication/Journalism - 2011
PhD 2006, Louisiana State University
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Degree(s)</th>
</tr>
</thead>
</table>
| Steve Clements        | Assistant Professor, Business - 2008  | BS 1980, University of Idaho  
                        |                        | MS 1985, Virginia Polytech  
                        |                        | PhD 1987, Virginia Polytech |
| Margaret Cooke        | Instructor, English/Writing - 2010    | BS 1984, University of Nevada-Reno  
                        |                        | PhD 2009, University of Nevada-Reno |
| Matt Cooper           | Professor, Music - 1991               | BS 1984, University of Oregon  
                        |                        | MS 1986, DMA, 1994, College - Conservatory of Music, University of Cincinnati |
| Joseph Corsini        | Associate Professor, Microbiology - 2005 | BS 1988, University of Idaho  
                        |                        | PhD 1994, Colorado State University |
| Richard S. Croft      | Associate Professor, Computer Science/ Multimedia Studies - 2000 | BS 1982, Virginia Tech  
                        |                        | MS 1989, Virginia Tech  
                        |                        | PhD 1995, Virginia Tech |
| April Curtis          | Professor, Theatre and Speech - 1992  | BA 1982, Montana State University  
                        |                        | MFA 1987, Rutgers University Mason Gross School of the Arts |
| Kari Day              | Assistant Professor, Business - 2009  | AS 2000, Heald College  
                        |                        | BS 2002, Oklahoma City University  
                        |                        | MS 2003, Oklahoma City University |
| Ryan Dearinger        | Assistant Professor, History - 2010   | BA 2002, George Fox University  
                        |                        | MA 2004, Purdue University  
                        |                        | PhD 2009, University of Utah |
| Timothy DelCurto      | Associate Professor, Animal Science, Assistant Superintendent Eastern Oregon Research Center - 1989 | BS 1984, MS 1986, Oregon State University  
                        |                        | PhD, Kansas State University |
| Jeff Dense            | Professor, Political Science - 2000   | BA 1984, University of California, Los Angeles  
                        |                        | MA 1989, PhD 1993, University of Oregon |
| Katrina Dielman       | Clinical Instructor - 2012            | BS 1983, Oregon Health & Science University  
                        |                        | MS 2012, University of Wyoming |
| Peter Diffenderfer    | Associate Professor, Business - 2005  | BS 1973, SUNY, Cortland  
                        |                        | MS 1975, PhD 1986, University of Oregon |
| Jan Dinsmore          | Professor, Education - 1998           | BA 1982, California Lutheran University  
                        |                        | MEd 1996 Boise State University |
| David Drexler         | Assistant Professor, Library - 2009   | BA 2008, University of Wisconsin-Madison |
| Darren Dutto          | Associate Professor, Physical Activity & Health – 2004 | BS 1992, University of California  
                        |                        | MS 1994 University of Colorado  
                        |                        | PhD 1999 Oregon State University |
| Virginia Elder        | Assistant Professor                   | BS 1982, MN 1993, Oregon Health & Science University/  
                        |                        | Eastern Oregon University |
| Leandro Espinosa      | Associate Professor, Music - 2002     | BA Escuela Formativa por las Artes, Mexico  
                        |                        | MM 1999, John Hopkins University  
                        |                        | DMA 2002, University of Missouri-Kansas City |
| Richard H. Ettinger   | Professor, Psychology - 1982          | BS 1975, Oregon State University  
                        |                        | MS 1977, Western Washington University  
                        |                        | PhD 1980, Washington State University |
                        |                        | EdD 1991, Washington State University |
| Donna Evans           | Assistant Professor, English/Writing - 2011 | BS 1982, University of Illinois  
                        |                        | MS 1991, Washington State University |
| Teresa Farrell        | Assistant Professor, Education - 2012 | BS 1988, 1990, Montana State University  
                        |                        | MEd 2000, University of Oregon |
| Leun B. Fetz          | Associate Professor, Music - 2004     | BS 1995, University of Oregon  
                        |                        | MM 1997, University of Michigan  
                        |                        | DMA 2003, University of Illinois |
| Mary Fields           | Assistant Professor, Education - 2007 | BS 1982, University of Illinois  
                        |                        | MS 1991, Washington State University |
Nancy Findholt  
Associate Professor, Community Health Nursing - 1994  
BS 1973, University of Wisconsin  
MN 1976, University of Washington  
PhD 2004, Oregon Health & Science University

Kay Firor  
Instructor, Mathematics - 1994  
BSEE 1978, University of Colorado

Bryan Fisher  
Assistant Professor, Mathematics - 2008  
BS 1990, University of Washington  
PhD 1995, University of Oregon

Mike Frasier  
Instructor, Music - 2004  
BA 1973, Central Washington University  
MM 1980, Eastern Washington University

Jill Gibian  
Professor, Modern Languages/Spanish - 1985  
BA 1975, MA 1978, PhD 1990, Binghamton University (SUNY)

Theresa Gillis  
Assistant Professor, Reference Services Librarian - 1986  
BS 1976, Sarah Lawrence College,  
MS 1980, Columbia University

Karyn Gomez  
Associate Professor, Education - 2006  
BA E 1986, Pacific Lutheran University  
MEd 2001, EdD 2005, Texas A&M University-Commerce

Jennifer Gonzalez  
Clinical Instructor - 2012  
BS 2002, Oregon Health & Science University

Laura Gow  
Assistant Professor, Agricultural and Resource Economics - 2001  
BS 1995, MS 1997, New Mexico State University  
PhD 2000, Kansas State University

Gordon Gregersen  
Instructor, Mathematics - 2007  
BS 1964, MS 1966, Oregon State University

William J. Grigsby  
Associate Professor, Sociology - 2002  
BA 1982, William Jewell College  
MS 1990, University of Idaho  
PhD 1995, Washington State University

Nancy Gromen  
Instructor, Business - 2010  
BS 1988, Central Washington University

Neil Gustafson  
Associate Professor, Media Arts/Journalism  
BS 1967, MA 1971, Iowa State University  
PhD 1995, University of Hawaii

Heidi Harris  
Assistant Professor, English/Writing - 2009  
PhD 2009, Ball State University

Jacob Harris  
Instructor, Religious Studies - 2011  
MLS 2008, Indiana University

Rebecca Hartman  
Associate Professor, History - 2004  
BA 1992, American University  
PhD 2004, Rutgers University

Karen Hasel  
Assistant Professor, Adult Health and Illness - 1987  
BS 1982, MS 1993, Oregon Health & Science University

Mike Heather  
Assistant Professor, Theatre - 2009  
BS 1987, Southern Utah University  
MFA 1990, Rutgers University

Sharon Hoffnagle  
Clinical Instructor, - 2010  
BSN 1984, Murray State University

Michael Jaeger  
Professor, Education - 1988  
BA 1970, California State University, Long Beach  
MA 1980, Stanislaus University  
EdD 1984, University of Pacific

Linda Jerofke  
Professor, Anthropology  
BA 1983, Appalachian State University  
MA 1985, PhD 1995, University of Oregon

Connie Johnson  
Instructor, Library

Peter Johnson  
Associate Professor, Art - 2004  
BS 1998, Wheaton College  
MFA 2003, Penn State University

Douglas Kaigler  
Professor, Art - 1993  
BA 1985, MFA 1988, University of Oregon

Gary Keller  
Associate Professor, Business - 2012  
BA, MA, University of Wisconsin  
MS, Cardinal Stritch University  
PhD 2009, North Central University
Ron Kelley
Associate Professor, Chemistry - 2000
BS 1981, University of California, Davis
MS 1983, University of California, Berkeley
PhD 1991, University of California, Davis

Virginia Kelly
Professor, Special Education - 1993
BA 1972, MS 1975, PhD 1993,
University of California, Riverside

Patricia L. Kennedy
Associate Professor, Fisheries and Wildlife - 2002
BA 1975, Colorado College
MS 1978, Oklahoma State University
PhD 1983, Oregon State University

Gary L. Kiemnec
Associate Professor, Crop and Soil Science - 1986
BA 1969, Indiana University
MS 1974, Purdue University
PhD 1984, Oregon State University

Heidi Klammer
Clinical Instructor - 2008
BS 1976, Oregon Health & Science University
CNM 1986, Frontier School of Midwifery and Family Nursing

Nancy Knowles
Professor, English/Writing - 2000
BA 1990, University of California, Los Angeles
MA (2) 1995, Humboldt State University
PhD 2000, University of Connecticut

John Knudson-Martin
Associate Professor, Education - 2009
BS 1974, MS 1987, University of California at Davis
PhD 2009, Oregon State University

David Komito
Instructor, Religious Studies - 2004
BA 1967, University of California, Los Angeles
MS 1973, MA 1974, PhD 1979, Indiana University,
Bloomington

Arlene Koon
Clinical Instructor - 2005
Diploma 1971, Methodist School of Nursing
BSN 1976, Humboldt State University

Carrie L. Lane
Instructor - 2003
BSN 1996, MSN 2002, Oregon Health & Science University

Kylie Laman
Wellness Coordinator - 2011
BS 2010, Oregon State University

Carol Lauritzen
Professor, Education - 1988
BA 1970, University of Nebraska
MA 1972, PhD 1976, University of Missouri, Kansas City

Gary Laustsen
Associate Professor - 2006
BS 1972, Goshen College
MS 1978, Southern Oregon University
BSN/RN 1991, Regis University
MSN/FNP 1998, University of Northern Colorado
PhD 2005, University of Colorado Health Science Center

Henrietta Laustsen
Assistant Professor, Geology - 2008
BA 1987, MS 1990, PhD 1997, University of Colorado

Kathleen Lowe
Assistant Professor, Rural Frontier Delivery Program - 1992
BS 1979, MN 1992, Oregon Health Sciences University

Tawnya Lubbes
Assistant Professor, Education
BA 2000, University of Pacific
MTE 2002, Eastern Oregon University

Charles A. Lyons
Professor, Psychology - 1988
BS 1976, Portland State University
PhD 1983, Utah State University

Laura A. Mahrt
Associate Professor, Biology - 1995
BS 1988, Augusta College
MS 1990, Southeastern Louisiana University
PhD 1995, New Mexico State University

Peter Maille
Assistant Professor, Economics - 2009
BS 1988, Penn State University
MS 1992, Yale School of Forestry
PhD 2008, West Virginia University

Kazue Mariette
Instructor, Mathematics - 2010
BS 1994, Eastern Oregon University

Elwyn Martin
Assistant Professor, Psychology - 2010
PhD 2006, Bangor University

Scott McConnell
Assistant Professor, Economics - 2012
BS 2002, Portland State University

Richard McKim
Instructor, Military Science - 2009
BS 1988, Eastern Oregon University

John McKinnon
Professor, Music - 1985
BM 1977, University of Iowa
MM 1979, University of Toronto
PhD 1984, University of Iowa
Rita McMahan  
Instructor, Business - 2006  
BS 2002, MBA 2006, Eastern Oregon University

LeeAnn McNerney  
Associate Professor, Education - 2002  
BA 1987, Portland State University  
MA 1992, Columbia University  
PhD 2001, Georgetown University

Abel Mendoza  
Assistant Professor, Chemistry - 2005  
BA 1972, Eastern Oregon University  
PhD 1977, Washington State University

Sally Mielke  
Assistant Professor, Library: Development

Brandon Monroe  
Associate Professor, Education - 2012  
BA/BS 1993, MEd 2000, University of North Dakota  
PhD 2006, University of Washington

Chad Mueller  
Assistant Professor, Animal Science  
Eastern Oregon Agricultural Research Center - 2008  
BS 1995, Oklahoma State University  
MS 1998, PhD 2003, South Dakota State University

Les Mueller  
Professor, Business - 2004  
BS 1968, University of Kansas  
MBA 1969, UCLA  
DBA 1978, University of Southern California

Miriam Munck  
Professor, Education - 1991  
BS 1974, MS 1984, Eastern Oregon University  
EdD 2005, Boise State University

Susan Murrell  
Assistant Professor, Art - 2010  
MFA 2006, College of Art & Design

Marian Mustoe  
Assistant Professor, Geography - 2003  
AA 1979, Wenatchee Valley College  
BA 1980, The Evergreen State College  
MA 1984, Central Washington University  
PhD 1999, Texas A&M University

Jacqueline M. Mutch  
Clinical Instructor - 2000  
BS 1985, Washington State University

John Christopher Orum  
Instructor, Mathematics - 2012  
PhD 2004, Oregon State University

Cory Peeke  
Associate Professor, Art - 2003  
BFA 1991, Kendall College of Art & Design  
MFA 1999, University of Idaho

Mike Pierce  
Associate Professor, Business - 2004  
BS 1978, University of Wisconsin-Platteville  
MBA 1992, Alaska Pacific University  
PhD 2002, Gonzaga University

Jessica Plattner  
Associate Professor, Art - 2001  
BFA 1995, Washington University in St. Louis School of Art  
MFA 2001, Tyler School of Art

Bonnie Postovit  
Senior Instructor, Biology - 2006  
BA 1979, University of Iowa  
MS 1981, University of Wyoming

Raymond Powers  
Assistant, Military Science - 2008

Rosemary Powers  
Professor, Sociology - 1998  
BA 1969, University of San Francisco  
MA 1992, PhD 1998, University of California-Davis

Donna Rainboth  
Assistant Professor, Education - 1994  
BS 1986, MS 1993, Oregon State University

Sarah Ralston  
Instructor, Library - 2010  
MLS 2009, University of Wisconsin-Madison

Kelly Rice  
Assistant Professor, Education - 2012  
BS 2002, University of Montana  
MS 2005, University of Oklahoma

Jeremy Riggle  
Assistant Professor, Chemistry - 2010  
PhD 2007, University of Idaho

John Rinehart  
Professor, Biology - 1993  
BS 1986, University of Wyoming  
PhD 1992, University of California, Davis

Lisa Robertson  
Assistant Professor, Music - 1997  
BM 1972, MA 1978, University of Iowa  
DM 1998, Florida State University

Kevin Roy  
Associate Professor, Media Arts and Computer Science/ Multimedia Studies - 2006  
BA 1995, University of Georgia  
MFA 2005, University of Georgia
Patty Sandoz  
Instructor, Mathematics - 2009  
BS 1973, ME 1979, Oregon State University  
BME 1985, BAME 1991, Eastern Oregon University

Michael Santucci  
Assistant Professor, Business - 2012  
BS 1998, MBA 2002, Robert Morris University

Brian Sather  
Professor, Physical Activity & Health - 2002  
BS 1995, Walla Walla College  
BA 1999, Atlantic Union College  
MS 1996, Brigham Young University  
PhD 2004, Texas Women’s University

Barbara Schulz  
Professor, Spanish - 2003  
MA 1981, University of Heidelberg  
MA 1990, PhD 1997, University of Oregon

Michael E Sell  
Assistant Professor, Art-Media Arts - 2009  
BFA 2003, Adrian College  
MFA 2009, Kendall College of Art and Design

Donald ‘Lee’ Sellers  
Assistant Professor, Business - 2004  
BS 2001, MBA 2004, George Fox University

Mark Shadle  
Professor, Writing/English - 1986  
BA 1971, Colorado College  
PhD 1984, University of Iowa

Muriel Shaul  
Associate Professor, Associate Dean  
Oregon Health & Science University - 2000  
Diploma 1975, Memorial Hospital SON, Worcester, MA  
BSN 1977, Boston College  
MS 1980, Boston University  
PhD 1994, University of California

Stephanie Shaul  
Clinical Instructor - 2008  
ADN 1986, Arizona Western College  
BS 2008, MN 2010, Oregon Health & Science University

Jeff Sherman  
Assistant Professor, Agriculture Science - 2012  
BS 2009, MA 2010, Oregon State University

Diana Siltanen  
Clinical Instructor - 2009  
BS 1985, Oregon Health & Science University

Scott Smith  
Assistant Professor, Education - 2008  
BS 1979, Western Oregon University  
MEd 2008, Lesley University

Kim Sorensen  
Assistant Professor, Business/Accounting - 1990  
BS 1978, MBA 1984, University of Montana

Ted Takamura  
Associate Professor, Business - 2004  
BA 1973, BS 1976, Central Washington University  
MBA 1983, City University of Seattle MA 1994, PhD 1997, Fielding Graduate University

John A. Tanaka  
Associate Professor, Agricultural and Resource Economics - 1985  
BS 1973, Humboldt State University  
MS 1977, PhD 1984, Oregon State University

Stephen B. Tanner  
Associate Professor, Mathematics - 2002  
BS (2) 1994, Michigan State University  
PhD 1995, University of Washington

John Thurber  
Professor, Mathematics - 1994  
BS 1979, Rutgers University  
MS 1989, University of Idaho  
PhD 1994, University of Notre Dame

DeAnna L. Timmermann  
Associate Professor, Psychology  
BS 1988, Eastern Oregon University  
PhD 1998, University of Tennessee-Knoxville

Heather Tomlinson  
Assistant Professor, Theatre - 2008  
BS 2004, University of Idaho  
MFA 2007, University of Idaho

Anthony Tovar  
Associate Professor, Physics - 1998  
BS 1987, MS 1988 PhD 1995, Portland University

Jay L. Van Tassell  
Professor, Geology - 1988  
BA 1974, Bowdoin College (ME)  
MS 1975, University of Wisconsin - Madison (WI)  
PhD 1979, Duke University (NC) State

Jodi Varon  
Professor, English/Writing - 1988  
BA 1975, University of Colorado  
MFA 1982, University of Montana  
PhD 1988, Ohio University

Kevin Walker  
Assistant Professor, Fire Service - 2010  
BS 1997, MBA 2001, Pittsburg State University  
JD 2004, Gonzaga University

Ken Watson  
Assistant Professor, Library
Kerri Wenger  
Associate Professor, Education  
BA 1991, BA 1992, University of Wyoming  

Ken Wheeler  
Associate Professor, Theatre – 2007  
BA 1987, Southern Utah University  
MFA 1990, Michigan State University

Susan Whitelock  
Assistant Professor, English/Writing,  
Writing Lab Director - 1992  
BA 1975, MA 1980, University of California, Santa Barbara

Donald Wolff  
Professor, English - 1991  
BA 1973, University of San Francisco  
MA 1975, PhD 1984, University of Washington

Peter L. Wordelman  
Professor, Music - 1991  
BM 1987, Oberlin College Conservatory of Music  
MM 1989, DMA 1991, University of Arizona

Erin Workman  
Clinical Instructor - 2012  
BS 1997, Oregon Health & Science University

Laurie Yates  
Assistant Professor, Business - 2010  
BA, Portland State University  
MBA, University of Oregon  
PhD, George Fox University

Amy Yielding  
Assistant Professor, Mathematics - 2010  
BS 2004, Northern Arizona University  
MS 2006, PhD 2009, Washington State University

ADMINISTRATION  
Angie Adams  
Administrative Assistant for Academic Affairs - 2005  
AS 1994, BS 2011, Eastern Oregon University

Don Adams  
Maintenance Supervisor - 2011

Stephen Adkison  
Provost & Senior Vice President for Academic Affairs - 2010  
PhD 2010, University of Nevada- Reno

Steven (Le) Alexander  
Assistant Director for Student Leadership - 2009  
MS 2008, Western Illinois University

Patricia Arnson  
Disability Services Coordinator - 1999  
BS and BA, Oregon State University

Elizabeth Becker  
Core Coordinator – 2011  
BA 2002, Western Michigan University

William Benson  
Assistant Director of Facilities Operations - 1997  
BS 1978, University of Oregon

Carolyn Bloyed  
Registrar - 1996  
BS 2009, Eastern Oregon University

Elizabeth Burton  
Director of Academic & Career Advising - 1997  
BS 1978, University of Oregon  
MBA 2006, Eastern Oregon University

Susie R. Calhoun  
Director CTUIR Center - 1995  
BS 1998, Eastern Oregon University

Janet Camp  
International Student Services Coordinator - 2008  
BS 1994, Oregon State University

Tim Camp  
Head Football Coach - 2006  
BS 1995, Oregon State University

Colleen Cascio  
Director of Student Relations - 1989  
BS 2006, Eastern Oregon University  
MS 2008, Indiana State University

Regina Cashen  
Director, Baker County Center - 2005  
BS 1994, Central Michigan University

Karen Clay  
Director, Pierce Library - 2006  
BASc 1987, University of Waterloo  
MA 1990, University of British Columbia  
MLIS 1993, Dalhousie University

Camille Consolvo  
Vice President for Student affairs - 2008  
BS, MS, Southwest Missouri State  
PhD, Florida State University

Chris Cronin  
Director, Grant County Center - 1993  
BS 1979, University of North Dakota

Robert Davies  
President - 2009  
PhD 2005, State University New York at Buffalo

Joella Devillier  
Academic Adviser/Advising Coordinator - 2001  
BS 1982, Louisiana State University
Anna Maria Dill  
Assistant Professor, Director of Learning Center - 1987 
BA, 1975, University of Pittsburgh 
MEd 1980, University of Arizona

Sue Dobson  
Director, EOU Portland Center - 2000 
BA 1999, Eastern Oregon University 
MS 2006, Portland State University

Tyler Dubsky  
Assistant Director of Admissions - 2003 
BS 2003, Eastern Oregon University

Dawna Flanagan  
Financial Aid Counselor - 2004 
BS 2000, Eastern Oregon University

Steven Gammon  
Dean, College of Arts and Sciences - 2012 
PhD 1989, University of Illinois-Urbana

Jackie Grant  
Admissions Counselor - 2007 
BS 1989, Eastern Oregon University

Marie Hall  
Director, Umatilla/Morrow County Center - 1999 
BS 1976, Oregon State University

Jon Hart  
Assistant Athletic Trainer - 2007 
BS 2002, Oregon State University 
MEd 2007 SW Oklahoma State University

Tracy Hayes  
Director of Enrollment Mgmt Operations - 2008 
BS 2008, Eastern Oregon University

Barrett Henderson  
Sports Information – Marketing Director - 2009 
BS 2007, Eastern Oregon University

Sandra Henry  
Bursar - 2008

Michael Lambrecht  
Human Resources Director/Affirmative Action Officer - 2012 
MS 1996, Loyola University

Tracie Houtz  
Benefits Officer - 2007 
BS 2007, Eastern Oregon University

Aaron Jackson  
Head Softball Coach - 2010 
BS 2007, University of Montana

Stephen Jenkins  
Director of Housing & Student Involvement/AAO - 2006 
BS 2001, Boise State University 
MS 2003, University of Oregon

Kristin Johnson  
MAT Adviser/Recruiter - 2006 
BS 2003, MTE 2006, Eastern Oregon University

Kristen Kruse  
Executive Associate to the President - 2005 
BS 2000, University of Idaho

Mary Koza  
Co-Director Academic & Career Advising - 1993 
BS 1966, MS 1974, Oregon State University

David Lageson  
Director, Facilities Operations - 2010

Jon Larkin  
Director of Annual Giving & Alumni Programs - 2007 
BA 2001, Eastern Oregon University 
MFA 2003, Indiana University

Elizabeth Longwell  
Library Systems Administrator - 2001 
BS 1980, Millersburg State College

Arlyn Love  
Director of Admissions - 2011 
MBA 2011, Marylhurst College

Cynthia McCumber  
Academic Adviser/Advising Coordinator - 1994 
BS 1996, Eastern Oregon University

Brenda McDonald  
Director, Central Oregon Center - 2008 
MS 2006, Eastern Oregon University

Candy McGilvray  
Field Service & Data Base Coordinator - 2009 
BA 1985, Northwest Nazarene University 
MAT 2009, University of Phoenix

Danny Mielke  
Interim Dean, College of Education and College of Business - 1987 
BA 1973, US International University 
MS 1979, EdD 1981, Brigham Young University 
MPH 1995, University of Washington

Lara Moore  
Director of Business Affairs & Financial Aid - 2008

Kaki Morehead  
Head Volleyball Coach - 2011 
BA 2009, Eastern Oregon University

Bennie Moses  
Multicultural Center Coordinator - 2007 
BS 1999, Eastern Oregon University
Kimberly Mueller
Pre-Professional Health Liaison - 2001
BA 1999, Eastern Oregon University

Sharon Nelson
Union County Regional Director/Marketing Coordinator - 1999
BS 2007, Eastern Oregon University

Jon Norris
Media Services Supervisor - 1997

Daniel O'Grady
FSA Regional Adviser - 2007
BS 1999, Eastern Oregon University

Christy Oliveri
First Year Experience Coordinator - 2008
MA 2001, DePaul University

Bonnie Olson
Director, SW Oregon Center - 2002
BS 2001, Eastern Oregon University
MA 2009, Oregon State University

Kris Olson
Executive Assistant to the Provost/Senior Vice President for Academic Affairs - 2002
BS 2004, Eastern Oregon University

Linda Overlock
Assistant Director for Housing Operations - 1997
BS 1977, Elizabethtown College

Lynn Paulson
Bookstore Manager - 2003
BS 1988, Eastern Oregon University

Carol Prescott
Financial Aid Counselor - 1996
BS 1992, MEd 1995, Eastern Oregon University

Heather Rapp
Student Union/Facilities Scheduling Manager - 2011
MS 2003, Boise State University

Michelle Rosales
Director, Malheur County Center - 2008
BA 2006, Eastern Oregon University

Mike Rowley
Wallowa County Regional Director - 2008
MA 2005, Eastern Oregon University

Angela Scott
Payroll Manager - 2004
BS 2010, Eastern Oregon University

Timothy Seydel
Vice President, Admissions and University Advancement
BS 1989, Eastern Oregon University

Jennifer Simonetti
Head Soccer Coach - 2012
MS 2005, University of Dayton

Ed Sinner
Director Mine Safety - 2005
BS 1978, Oregon State University

Heather Stanhope
Education Adviser and Teacher Licensure Officer - 1999
BS 1976, Southern Oregon University

Lawrence Suiaunoa
Asst. Football Coach/Defense Coordinator - 2009
BA 2002, University of Nevada, Reno

Beth Upshaw
College Operation Manager - 2003
BS 1981, Eastern Oregon University

Tom Wallis
Regional Director, Harney County - 2009
BS 1992, Eastern Oregon University

Terry Walters
Director, Mid-Willamette/North Coast Center - 2004
MS 2005, Portland State University

Marianne Weaver
Staff Psychologist - 2001
BA 1991 Concordia University
MA 1993, PhD 2001, Azusa Pacific University

Anji Weissenflih
Head Women’s Basketball Coach - 1997
BS 2000, Eastern Oregon University

Ben Welch
Head Cross Country/Track and Field Coach - 1991
BFA 1988, University of Kansas

Lon Whitaker
Vice President for Finance & Administration - 2011
MBA 2006, University of Montana

Isaac Williams
Head Men’s Basketball Coach - 2007
BS 2000 Eastern Oregon University

Sarah Witte
Associate Vice President for Academic Affairs - 1990
BA 1979, Creighton University
MA 1983, Marquette University
PhD 1993, University of Iowa

Kerrie Wylam
Director, Southern Valleys Center - 2008
BA 1990, Eastern Oregon University

Russell Yap
Head Athletic Trainer - 2007
MS 2005, Southwestern Oklahoma State University
EMERITI FACULTY
Margaret B. Anderson
Professor Emeritus, Physical Activity and Health Director Sport Performance and Fitness Lab -1963-1972, 1986
BA 1962, College of Idaho-Caldwell
MA 1963, University of Oregon
PhD 1976, University of Wisconsin

Verl A. Anderson
Professor Emeritus, Business - 1973
BA 1969, MLS 1973, Brigham Young University
PhD 1985, Arizona State University

Howard L. Bailey
Professor Emeritus, Mathematics - 1959
BA 1950, MEd 1955, University of Oregon
MS 1959, Oregon State University
EdD 1969, University of Northern Colorado

Howard L. Bailey
Professor Emeritus, Mathematics - 1959
BA 1950, MEd 1955, University of Oregon
MS 1959, Oregon State University
EdD 1969, University of Northern Colorado

J. Lois Barry
Professor Emeritus, English - 1967
BA 1952, Stanford University
MA 1967, Idaho State University

Kendall W. Baxter
Professor Emeritus, General Science – 1960
BS 1956, Eastern Oregon University
MS 1960, Oregon State University
EdD 1968, University of Northern Colorado

Burr J. Betts
Professor Emeritus, Biology - 1975
BS 1967, Purdue, University
PhD 1973, University of Montana

D. Helen Bliss
Associate Professor Emeritus, Library Science - 1947
BA 1932, University of Northern Colorado
BS in LS 1939, University of Denver
MEd 1954, University of Oregon
MLS 1967, University of Southern California, Los Angeles

Jeanne Wismer Bowden
Associate Dean and Professor, Oregon Health & Science University at EOU, Associate Professor, Community Health Care Systems - 1981
BS 1969, MPH 1970, University of California, Los Angeles
PhD 1995, Gonzaga University

J. Douglas Campbell
Professor Emeritus, Chemistry - 1962
BA 1959, University of the Pacific
MS 1962, Washington State University
PhD 1971, Oregon State University

Charles E. Coate
Professor Emeritus, History - 1969
BA 1963, Pasadena College
MA 1964, PhD 1969, University of California, Berkeley

Stanley B. Covert
Professor Emeritus, Director of Health Services - 1977
MD 1949, New York Medical College

D. Jean Cuthbert
Assistant Professor Emeritus, English - 1962
BS 1961, MS 1962, Eastern Oregon University

Kathleen A. Dahl
Associate Professor Emeritus, Anthropology - 1995
BA 1982, Colorado State University,
MA 1985 PhD 1990, Washington State University

Leroy M. Damewood
Professor Emeritus, Mathematics - 1962
BA 1958, MS 1960, Oregon State University

Susan R. Daniel
Assistant Professor Emeritus, Malheur County Regional Center Director - 1980
BS 1967, La Verne College

Michael S. Daugherty
Assistant Professor Emeritus, Director, Residence Life - 1979
Interim Vice President of Student Affairs/Dean of Students - 2007
BS 1974, Eastern Oregon University
MEd 1979, Oregon State University

M. Ruth Davenport
Professor Emeritus, Education - 1999
BS 1987, MS 1989, SW Missouri State University
PhD 1993, University of Missouri

Patricia A. Duffy
Associate Professor Emeritus, Biology - 1975
BS 1967, Eastern Oregon University
PhD 1972, Arizona State University

P. Terry Edvalson
Associate Professor Emeritus, Director of Regional Services Institute - 1977
BS 1961, MS 1968, Eastern Oregon University

Sandra K. Ellston
Professor Emeritus, English - 1996
BA 1972, California State University, Cum Laude
MA 1974, University of California-Los Angeles
PhD 1980, University of Oregon
Dean, School of Arts and Sciences, 1996-2000

Marilyn McKee Ewing
Associate Professor Emeritus, English/Writing - 1982
BA 1962, University of New Hampshire, Durham
MA 1974, University of Northern Colorado
PhD 1982, University of Colorado, Boulder

Gary Feasel
Associate Professor Emeritus, Health and Physical Education, Cross Country Coach - 1964
BS 1958, MS 1962, Kansas State Teacher College
Ian K. Gatley
Professor Emeritus, Art - 1966
BA 1956, University of California, Los Angeles
MA 1965, California State University, Long Beach

Joseph T. Hart
Associate Professor Emeritus, Director of Distance Education - 1994
BA 1958, Lewis & Clark
MS 1961, University of Wisconsin
PhD 1965, Stanford University

Richard G. Hiatt
Professor Emeritus, English, Speech and Theatre - 1952
BS 1952, MA 1956, University of Oregon
PhD 1974, Brigham Young University

Tom R. Hermann
Associate Professor Emeritus, Physics - 1982
BA 1971, Eastern Oregon University
MA 1974, PhD 1978, University of Oregon

Richard A. Hermens
Professor Emeritus, Chemistry - 1966
BS 1957, Pacific University
MS 1960, Oregon State University
PhD 1963, University of Idaho

Leora Hug
Assistant Professor Emeritus, English
Coordinator of Union County Center for Division of Distance Education - 1976
BS 1956, MS 1975, Eastern Oregon University

Lee J. Inghels
Professor Emeritus, German - 1968
BA 1968, Eastern Oregon University
MA 1973, Portland State University

Lee Insko
Professor Emeritus, Dean of Regional Programs - 1968
BS 1956, ME 1958, University of Idaho
EdD 1980, University of Oregon

Colleen Johnson
Professor Emeritus, Economics - 1986
BA 1973, University of California
BA 1982, University of Minnesota
MS 1976, California State University
PhD 1988, Washington State University

Jeffery L. Johnson
Professor Emeritus, Philosophy - 1982
BA 1972, University of California, Irvine
MA 1975, PhD 1978, University of California, Riverside

Amelia E. Jossi
Associate Professor Emeritus, Education Laboratory School Librarian - 1959
BS 1950, MS 1957, Eastern Oregon University
ML 1969, University of Washington

Francis Keller
Associate Professor Emeritus, Business – 1982
BS 1956, Seattle University
MS 1957, University of Idaho
PhD 1964, Montana State University
MBA 1972, Boise State University

David E. Kerley
Professor Emeritus of Biology - 1964
BS 1958, MS 1960, PhD 1970, Oregon State University

Judd Koehn
Professor Emeritus, Art - 1967-76, 1984
BS 1962, University of Wisconsin, Stevens Point
MS 1967, University of Wisconsin, Madison

Deborah L. Lee
Assistant Professor Emerita, Umatilla/Morrow County Regional Center Director - 1980
BS 1972, MEd 1979, Oregon State University

Dwight E. Lippe
Professor Emeritus, Mathematics - 1963
BS 1958, Fort Hayes Kansas State College
MS 1962, Kansas State College, Emporia
PhD 1971, Oregon State University

Dixie L Lund
Associate Professor Emeritus, Dean, Division of Distance Education - 1973
Interim President 2003-04, 2007-09
BS 1973, Eastern Oregon University
EdM 1984, Oregon State University
EdD 1989, Portland State University

James C. Lundy
Associate Professor Emeritus Dean of Business Affairs - 1967
BS 1958, Oregon State University

Margo A. Mack
Professor Emeritus, Education - 1976
BS 1958, Eastern Oregon University
MS 1972, Western Oregon University
PhD 1985, University of Idaho

Thomas R. Madden
Professor Emeritus, English - 1975
BA 1959, Carroll College
MA 1970, University of Montana
DA 1974, PhD 1978, University of Oregon

Jeremiah F. McCarthy
Assistant Professor Emeritus, Business Manager - 1969
BS 1960, Iowa State University

John R. Millay
Professor Emeritus, Sociology - 1976
BS 1966, University of Colorado
BA 1966, University of Denver
W. Gregory Monahan  
Professor Emeritus, History - 1986  
BA 1975, University of Iowa  
MA 1977, University of North Carolina  
PhD 1985, West Virginia University

Neva A. Neill  
Professor Emeritus, Education - 1947  
BS 1947, Eastern Oregon University  
MA 1951, University of Northern Colorado  
EdD 1969, University of California, Berkeley

G. James Patterson Jr  
Professor Emeritus, Anthropology - 1971  
BA 1957, Beloit College  
MA 1965, PhD 1969, University of Colorado

Jens Robinson  
Professor Emeritus, Education, Dean of the School of  
Education and Business Programs - 1986  
BS 1958, Pacific University  
MS 1960, Oregon State University  
PhD 1969, University of Oregon

Robert D. Rutherford  
Professor Emeritus, Education Supervisor of Student  
Teachers - 1950  
BA 1948, MA 1949, University of Northern Colorado  
EdD 1961, Denver University

Betty M. Ryan  
Professor Emeritus, Education - 1938  
AB 1923, Nebraska State Teachers College  
MA 1938, Colorado State College

Lyle A. Schwarz  
Professor Emeritus, Theatre and Speech - 1971  
BA 1964, Western Washington State College  
MA 1970, PhD 1975, Washington State University

Marcia Short  
Emeritus, Oregon Health Sciences University -1979  
BS 1963, Michigan State University  
MS 1965, Wayne State University

R. Doyle Slater  
Professor Emeritus, Education Director of Graduate Studies  
Director of Teacher Licensure  
Director of Professional Development Center - 1969  

Georgia V. Osterholme Smith  
Associate Professor Emeritus, Health Education  
and Hygiene - 1958  
BA 1937 Linfield College  
MN 1940, Western Reserve University

Dee Ann Smutz  
Assistant Professor Emeritus, Education Supervisor of  
Practica 4th Grade, Ackerman - 1971  
BA 1971, Eastern Oregon University  
BEd 1974, Central Washington State University

Paul Stephens  
Professor Emeritus, Physics - 1969  
BS 1956, University of Washington  
MS 1959 Rensselaer Polytechnic Institute  
PhD 1966, University of Oregon

Ray D. Stinnett  
Professor Emeritus, Psychology - 1968  
BA 1961, MEd 1962, Central Washington College  
EdD 1968, University of Oregon

Dennis Swanger  
Professor Emeritus, Biology - 1978  
BA 1965, MA 1972, University of Utah  
PhD 1974, University of Idaho

Burke Thomason  
Professor Emeritus, Sociology - 1970  
BA 1967, University of Oregon  
MA 1971, Simon Fraser University  
D Phil 1978, University of Sussex

D. James Tooke  
Professor Emeritus, Mathematics Education - 1994  
BS 1966, MA 1972, Sam Houston State University  
PhD 1986, Texas A&M University

Felipe Veloz  
Professor Emeritus, Education - 1973  
BA 1963, New Mexico State University  
MA 1971, California State University, San Jose  
EdD 1973, New Mexico State University

George A. Venn  
Professor Emeritus, English/ Writing - 1970  
BA 1967, College of Idaho  
MFA 1970, University of Montana

Bert L. Wells  
Professor Emeritus, Speech - 1967  
BA 1963, MA 1967, Walla Walla College

William P. Wells  
Professor Emeritus, Education Dean of Student  
Affairs - 1956  
BS 1952, Eastern Oregon University  
MEd 1957, Oregon State University  
EdD 1965, Washington State University

Alberta E. Wolfe  
Assistant Professor Emeritus, Education - 1967  
BS 1959, MS 1969, Eastern Oregon University
# Index

## A
- Academic Advising 10
- Academic Bankruptcy 10
- Academic Calendar 2
- Academic Degrees and Programs 6
- Academic Honesty Code 11
- Academic Policies 10
- Academic Standing Policy 11
- Active Military Duty, Student Called to 18
- Adding a Course 12
- Administration and Faculty 231
- Advising, Academic 10
- Affirmative Action (back cover)
- Agency Sponsored Learning 12
- Agricultural Sciences 224
- Animal Science 226
- Anthropology/Sociology 27
- Art 35
- Assessment of Prior Experiential Learning 13
- Auditing of Courses 13

## B
- Baccalaureate Degree and Professional Degree 13
- Biochemistry 41
- Biology/Botany 43
- Business 168
- Buildings (back cover)

## C
- Calendar, Academic 2
- Campus Map (back cover)
- Career Services 9
- Chemistry 50
- Classification of Students 13
- Classroom Decorum 13
- College of Arts and Sciences 26
- College of Business 167
- College of Education 184
- Communication 108
- Computer Science/Multimedia Studies 56
- Continuous Enrollment 13
- Course Challenge 14
- Course Load Limitations 14
- Course Numbering 14
- Crop and Soil Science 225

## D
- Dean’s List 14
- Definitions and Abbreviations 14
- Degrees and Programs 6
- Degree Requirements (refer to specific program) 146
- Dentistry, Pre- 146
- Dental Hygiene, Pre- 147
- Digital Media 111
- Dropping a Course 15

## E
- Eastern Oregon University 3
- Economics 65
- Education Program 185
- Elementary Education 186
- English for Speakers of Other Languages 187
- English/Writing 67
- Environmental Chemistry 53
- Environmental Studies 81

## F
- Faculty and Administration 231
- Film Production 111
- Final Examinations 2
- Financial Aid 9
- Fire Services Administration 178
- Fisheries and Wildlife 146
- Forestry 146

## G
- General Education Requirements 21
- Geography 81
- Geology 84
- German 122
- Gerontology 218
- ROTC/GOLD Program (Guard Office Leadership) 181
- Grade Change Policy 15
- Grades and Grade Points 15
- Graduation Requirements 20
- Graduation with Distinction 16

## H
- Health Sciences 146
- Health Studies 218
- History 87
- Honesty, Academic Code 11
- Honors for two or more Degrees 11
- Earned Simultaneously 16
- Honors on Second Baccalaureate 16
- Housing on Campus 9
- Humanities 93

## I
- Incomplete and In-Progress Coursework 16
- Instructional Services 95, 214
- Interdisciplinary Writing and Rhetoric 71
- International Studies 95
- Inter-Institutional Credit 16

## J
- Journalism 110

## L
- Law 146
- Leave of Absence 16
- Liberal Studies 96, 181, 216
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>171</td>
</tr>
<tr>
<td>Master of Science in Education</td>
<td>190</td>
</tr>
<tr>
<td>Master of Arts in Teaching (MAT)</td>
<td>189</td>
</tr>
<tr>
<td>Mathematics</td>
<td>101</td>
</tr>
<tr>
<td>Media Arts</td>
<td>108</td>
</tr>
<tr>
<td>Medical Technology</td>
<td>146</td>
</tr>
<tr>
<td>Medicine, Pre-</td>
<td>147</td>
</tr>
<tr>
<td>Minors</td>
<td>16</td>
</tr>
<tr>
<td>Military Evaluation for Credit</td>
<td>16</td>
</tr>
<tr>
<td>Military Science</td>
<td>181</td>
</tr>
<tr>
<td>Mission Statement, EOU</td>
<td>6</td>
</tr>
<tr>
<td>Modern Languages and Global Culture</td>
<td>118</td>
</tr>
<tr>
<td>Multimedia Studies</td>
<td>54</td>
</tr>
<tr>
<td>Multiple Majors</td>
<td>16</td>
</tr>
<tr>
<td>Music</td>
<td>127</td>
</tr>
<tr>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Native American Studies</td>
<td>136</td>
</tr>
<tr>
<td>Natural Resources</td>
<td>225</td>
</tr>
<tr>
<td>Nursing</td>
<td>230</td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Optometry, Pre-</td>
<td>147</td>
</tr>
<tr>
<td>Oregon Residency Requirements, State of</td>
<td>18</td>
</tr>
<tr>
<td>Oregon University System</td>
<td>231</td>
</tr>
<tr>
<td>Organizations, Clubs and Activities</td>
<td>9</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Pharmacy, Pre-</td>
<td>148</td>
</tr>
<tr>
<td>Philosophy</td>
<td>137</td>
</tr>
<tr>
<td>Philosophy, Politics, and Economics</td>
<td>139</td>
</tr>
<tr>
<td>Physical Activity and Health</td>
<td>216</td>
</tr>
<tr>
<td>Physical Education</td>
<td>217</td>
</tr>
<tr>
<td>Physical Therapy, Pre-</td>
<td>148</td>
</tr>
<tr>
<td>Physician Assistant, Pre-</td>
<td>148</td>
</tr>
<tr>
<td>Physics</td>
<td>140</td>
</tr>
<tr>
<td>Political Science</td>
<td>143</td>
</tr>
<tr>
<td>Policies, Academic</td>
<td>10</td>
</tr>
<tr>
<td>Academic Bankruptcy</td>
<td>10</td>
</tr>
<tr>
<td>Academic Honesty Code</td>
<td>11</td>
</tr>
<tr>
<td>Academic Standing Policy</td>
<td>11</td>
</tr>
<tr>
<td>Active Military Duty, Call to</td>
<td>18</td>
</tr>
<tr>
<td>Adding a Course</td>
<td>12</td>
</tr>
<tr>
<td>Administrative Withdrawal</td>
<td>12</td>
</tr>
<tr>
<td>Agency Sponsored Learning</td>
<td>12</td>
</tr>
<tr>
<td>Assessment of Prior Experiential Learning for Credit</td>
<td>13</td>
</tr>
<tr>
<td>Auditing of Courses</td>
<td>13</td>
</tr>
<tr>
<td>Baccalaureate and Professional Degrees</td>
<td>13</td>
</tr>
<tr>
<td>Classification of Students</td>
<td>13</td>
</tr>
<tr>
<td>Classroom Decorum</td>
<td>13</td>
</tr>
<tr>
<td>Continuous Enrollment</td>
<td>13</td>
</tr>
<tr>
<td>Course Challenge</td>
<td>14</td>
</tr>
<tr>
<td>Course Load Limitations</td>
<td>14</td>
</tr>
<tr>
<td>Course Numbering</td>
<td>14</td>
</tr>
<tr>
<td>Dean’s List</td>
<td>14</td>
</tr>
<tr>
<td>Definitions and Abbreviations</td>
<td>14</td>
</tr>
<tr>
<td>Double Dipping</td>
<td>15</td>
</tr>
<tr>
<td>Dropping a Course</td>
<td>15</td>
</tr>
<tr>
<td>Enrollment in Classes</td>
<td>15</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>2</td>
</tr>
<tr>
<td>Grade Change Policy</td>
<td>15</td>
</tr>
<tr>
<td>Grades and Grade Points</td>
<td>15</td>
</tr>
<tr>
<td>Graduation with Distinction</td>
<td>16</td>
</tr>
<tr>
<td>Honors for Degrees Earned Simultaneously</td>
<td>16</td>
</tr>
<tr>
<td>Incomplete and In-Progress Coursework</td>
<td>16</td>
</tr>
<tr>
<td>Inter-Institutional Credit</td>
<td>16</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>16</td>
</tr>
<tr>
<td>Military Evaluation for Credit</td>
<td>16</td>
</tr>
<tr>
<td>Minors</td>
<td>16</td>
</tr>
<tr>
<td>Multiple Majors</td>
<td>16</td>
</tr>
<tr>
<td>Oregon Residency Requirements, State of</td>
<td>18</td>
</tr>
<tr>
<td>Post-Baccalaureate Non-Graduate Classification</td>
<td>17</td>
</tr>
<tr>
<td>Practicum Courses</td>
<td>17</td>
</tr>
<tr>
<td>Registration</td>
<td>17</td>
</tr>
<tr>
<td>Repeated Coursework</td>
<td>17</td>
</tr>
<tr>
<td>S/U Grading Option</td>
<td>17</td>
</tr>
<tr>
<td>Second Baccalaureate Degree</td>
<td>17</td>
</tr>
<tr>
<td>Second Baccalaureate Degree, Honors</td>
<td>17</td>
</tr>
<tr>
<td>Tenth Week and Finals Week Policy</td>
<td>18</td>
</tr>
<tr>
<td>Vocational-Technical Coursework</td>
<td>18</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>19</td>
</tr>
<tr>
<td>Withdrawal, Administrative</td>
<td>12</td>
</tr>
<tr>
<td>Practicum Courses</td>
<td>17</td>
</tr>
<tr>
<td>Pre-Approved Programs, Liberal Studies</td>
<td>98</td>
</tr>
<tr>
<td>Pre-Nursing</td>
<td>147</td>
</tr>
<tr>
<td>Pre-professional and Transfer Programs</td>
<td>146</td>
</tr>
<tr>
<td>Prior Experiential Learning, Credit for</td>
<td>13</td>
</tr>
<tr>
<td>Professional and Baccalaureate Degree Programs</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>148</td>
</tr>
<tr>
<td>Public Administration</td>
<td>153</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Rangeland Ecology &amp; Management</td>
<td>226</td>
</tr>
<tr>
<td>Records Policy, Access to Student</td>
<td>19</td>
</tr>
<tr>
<td>Registration</td>
<td>17</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>155</td>
</tr>
<tr>
<td>Requirements, Graduation</td>
<td>20</td>
</tr>
<tr>
<td>Repeated Coursework</td>
<td>17</td>
</tr>
<tr>
<td>Residency Requirements, State of Oregon</td>
<td>18</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>156</td>
</tr>
<tr>
<td>Second Baccalaureate Degree</td>
<td>17</td>
</tr>
<tr>
<td>Social Science</td>
<td>158</td>
</tr>
<tr>
<td>Sociology</td>
<td>32</td>
</tr>
<tr>
<td>Soil Science</td>
<td>225</td>
</tr>
<tr>
<td>Spanish</td>
<td>119</td>
</tr>
<tr>
<td>State Board of Higher Education</td>
<td>231</td>
</tr>
<tr>
<td>Statistical and Scientific Computing, Minor in</td>
<td>58</td>
</tr>
<tr>
<td>Statistical Math</td>
<td>105</td>
</tr>
<tr>
<td>Statistics</td>
<td>159</td>
</tr>
<tr>
<td>Student Services and Student Life</td>
<td>9</td>
</tr>
<tr>
<td>Student Records Policy, Access to</td>
<td>19</td>
</tr>
<tr>
<td>Study and Internships Abroad</td>
<td>9</td>
</tr>
<tr>
<td>S/U Grading Option</td>
<td>17</td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Tenth Week and Finals Week Policy</td>
<td>18</td>
</tr>
<tr>
<td>Theatre Arts</td>
<td>160</td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>University Writing Requirement</td>
<td>23</td>
</tr>
<tr>
<td>V</td>
<td></td>
</tr>
<tr>
<td>Veterinary Medicine, Pre</td>
<td>148</td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Withdrawal</td>
<td>19</td>
</tr>
<tr>
<td>Withdrawal, Administrative</td>
<td>12</td>
</tr>
</tbody>
</table>
Eastern Oregon University is committed to providing equal educational opportunities to qualified students regardless of race, color, national origin, sex or disability.