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## Southern Oregon University

### Regionally Responsive, Nationally Recognized, and Internationally Engaged

www.sou.edu

#### Administration

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## Mission

Southern Oregon University is a contemporary public liberal arts and sciences university. It provides access to opportunities for personal, intellectual, and professional growth through quality education and scholarship. The University is a vital partner in the healthy development of its region and state in association with civic, national, and international engagements. It is Oregon's Center of Excellence in the Fine and Performing Arts.

## Values

### Toward a Hopeful Vision of the University, Region, and Society

- ▲ Learning and Achievement
- ▲ Truth and Disciplined Inquiry
- ▲ Free Expression and Collaboration
- ▲ Open-Mindedness and Informed Criticism
- ▲ Mutual Respect and Trust
- ▲ Cross-Cultural Understanding and International Competence
- ▲ Integrity and Stewardship
- ▲ Civic Engagement and Responsibility
- ▲ Innovation and Entrepreneurship

## Vision

Southern Oregon University is a premier public liberal arts and sciences university. It is distinguished regionally and nationally in practical liberal learning at the intersection of the liberal arts and sciences and the professions, where learners gain the foundation for long-term career agility and informed civic leadership. The University's scholarship supports the creation, synthesis, and application of knowledge and a new vision for teaching and learning in twenty-first-century society.

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ELMO STEVENSON (1946-1969)

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NATALE A. SICURO (1979-1986)

ERNEST ETTLICH (INTERIM, 1986-1987)

JOSEPH W. Cox (1987-1994)

STEPHEN J. RENO (1994-2000)

SARA HOPKINS-POWELL (INTERIM, 2000-2001)

ELISABETH A. ZINSER (2001-PRESENT)

SOUTHERN OREGON UNIVERSITY 2005-06 CATALOG

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Campus information: 541-552-7672.

## Oregon University System

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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 four years for regular members and two years for student members. Terms expire June 30 of the year shown.

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# Welcome to SOU

## The University

Southern Oregon University (SOU) is a contemporary, public liberal arts and sciences university with selected professional programs at the bachelor's and master's levels. One of seven institutions in the Oregon University System (OUS), SOU provides intellectual and personal growth through quality education. The University emphasizes critical thinking, career preparation, and the capacity to live and lead in a multicultural, global society.

SOU serves the whole of southern Oregon and the northernmost counties of California. The University is a major partner in the economic, cultural, and environmental developments of this vast area, offering students valuable opportunities to participate. The OUS-designated Center of Excellence in the Fine and Performing Arts, Southern is also gaining recognition for its outstanding education and research in science fields and technology.

SOU's culture of close faculty-student mentoring relationships is ideal for undergraduate instruction. Classes are taught by faculty with the highest degrees in their fields (93 percent) in a friendly, service-oriented environment. Hands-on experiences in research and community projects complement classroom, laboratory, and studio learning. The Accelerated Baccalaureate Degree Program and other special programs and certificates are also available.

The University's rising national reputation is based on its faculty's notable research and creative talents, as well as its practical liberal learning. Southern is one of twenty-one institutions across the nation to be selected for membership in the Council of Public Liberal Arts Colleges (COPLAC). SOU is engaged internationally through its many students from other nations, exchange programs, and longstanding sister university alliances, the flagship being the Universidad de Guanajuato, Mexico.

Southern's main campus in Ashland is largely residential in character, whether students live on campus or in Ashland's student-friendly neighborhoods. On-campus housing includes three complexes with residence halls and superb dining, apartments for upperclass students, family housing in Old Mill Village with childcare service, and a facility for visiting groups participating in SOU's educational enrichment offerings. Southern serves a growing number of students who commute from as far away as Grants Pass, Oregon, and Redding, California, as well as providing many educational programs and services at the Medford Campus. SOU has fruitful and growing partnerships with community colleges, especially Rogue Community College (RCC) and the College of the Siskiyou, and with such universities as Oregon Health & Science University.

## The Region

Southern Oregon University was ranked twentieth in the nation by *Outside Magazine* (2003) as one of the coolest places to study, live, and work. The region is a uniquely diverse geographic, geological, and ecological area. It is distinguished by the Rogue, Umpqua, and Klamath Rivers; Crater Lake National Park; many lakes; and the conver-

gence of three mountain ranges: the Cascades, the Siskiyou, and the Coast Range. Such qualities give rise to the University's distinctions in environmental studies, as well as its tremendous recreational opportunities, ranging from golf, rafting, fishing, and sailing to hiking, skiing, biking, horseback riding, and camping.

Arts and culture, recreation, tourism, retail sales, natural resources, and burgeoning health care services are the driving forces of the region's economy. Technology industries are diversifying the economy as new companies move into the area, start-up firms emerge, and technology advances locally. There are three medical centers that offer world-class health care services.

The region hosts five fairs and thirteen festivals, in addition to nearly thirty art galleries and more than two dozen cultural and art museums. The Oregon Shakespeare Festival (OSF) in Ashland and Britt Music Festivals in Jacksonville are the most notable festivals. Theater venues include Oregon Cabaret Theatre and Medford's Craterian Ginger Rogers Theater. Recreational facilities include 151 public and 110 commercial campgrounds, seventeen golf courses, three racetracks, two ski areas, two ice-skating rinks, and four horse stables. There are sixty-four registered guided tours in southern Oregon.

## Ashland and SOU

Southern is located in Ashland at the base of the Siskiyou Mountains in the Rogue Valley. It is a five-hour drive or a one-hour flight from Portland to the north or from San Francisco to the south. With a population of 20,000, this charming town boasts eighty-five restaurants and ninety-three lodging facilities, sixty-six of which are bed and breakfasts. Its restaurants, delis, bakeries, banks, bookstores, ice-cream parlors, vintage movie theater, specialty shops, and clothing stores are within easy walking distance of campus. The annual Ashland Independent Film Festival (AIFF) is a popular attraction. A bicycle path leads from SOU to downtown Ashland and beyond. The city offers an ideal setting for picnics and strolls in its beautiful Lithia Park, with its duck ponds, paths, arboretum, and creek.

Ashland is surrounded by forests, mountains, lakes, and rivers that provide spectacular areas for outdoor sports and ecological studies. Benefiting from a mild four-season climate, Ashland's average rainfall is twenty inches, less than half that of Portland or Eugene. Although the valley floor is generally free of snow, winter recreational facilities are just a thirty-minute drive away at Mt. Ashland Ski and Snowboard Resort. Cross-country ski opportunities are available in the Siskiyou and Cascade Mountains. Just minutes away, Emigrant Lake offers waterslides, sailing, and a park. Lake of the Woods, located at the base of Mount McLaughlin, is less than an hour's drive from campus.

Southern and the community are focal points for rich cultural activities and organizations. Created in 1935 by Southern's Theatre Professor Angus Bowmer, OSF is now one of the top five regional theaters in the nation and one of the top three worldwide rotating repertory theaters with Shakespeare at their core. The festival draws more than 380,000 patrons annually.

The University's Schneider Museum of Art (SMA) hosts major art exhibitions and youth pro-

grams, and the Center for the Visual Arts (CVA) features artworks by faculty, students, and visiting artists. SOU is home to the Southern Oregon Singers, the Rogue Valley Symphony, and the Chamber Music Concert Series (CMC). Its Music Department also provides frequent concerts and recitals by exceptional faculty and students.

## Ashland Campus

Southern occupies a 175-acre campus with fourteen academic buildings, thirteen residence halls, family housing, a student union, and multiuse facilities. All classrooms on campus are accessible to disabled students. Beautifully landscaped grounds and architecturally pleasing buildings provide a pleasant environment for academic endeavors, student club activities, and opportunities to think and study together with peers and faculty. Among the newer facilities are the Computing Services Center (1991), the ACCESS Center for student advisory services (1995), the Schneider Museum of Art addition (1996), and the Center for the Visual Arts (2000).

SOU recently dedicated the Lenn and Dixie Hannon Library following a major renovation and expansion. The project nearly doubled the size of the existing library and yielded a new learning center with contemporary services and technologies, ample study spaces, seminar rooms, reading areas with fireplaces, and a coffee shop. The academic and student services are exceptional. Hannon Library won the 2004 Federal Depository Library of the Year award from the U.S. Government Printing Office.

Ashland and SOU house many unique facilities and services, such as the nation's only Fish and Wildlife Forensics Laboratory and the nationally recognized Jefferson Public Radio (JPR). Southern hosts one of the largest Native American powwows and a popular Hawaiian luau, both of which are coordinated by student multicultural groups. It offers the only Native American studies certificate and minor programs in Oregon, in addition to providing a popular education camp for Native American youth in the summertime. Among its extensive array of youth programs is the award-winning Academia Latina for middle school Hispanic and Latino children. Southern also has an established reputation for the size and scope of its extended programs for senior citizens.

## Medford Campus

Established in 1984, the Medford Campus provides many of the courses and services available on the main campus in Ashland. The Medford Campus includes degree completion and graduate programs, classrooms, computer labs, registration, academic advising, a bookstore, and distance-learning capabilities.

## Accreditation

Southern Oregon University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The Department of Chemistry programs have earned the approval of the American Chemical Society. The programs of the School of Education are accredited by the Oregon Teacher Standards and Practices Commission. The Department of Music is an accredited member of the National Association of Schools of Music.

# Academic Calendar

## Fall Quarter 2005

Fall Faculty Breakfast and Development Day  
Tuesday, September 13

New Student Orientation and academic  
advising and registration

Wednesday, September 21–Sunday, September 25

Residence hall move-in for Orientation

Wednesday, September 21–Thursday, September 22

Saturday, September 24–Sunday, September 25

All classes begin

Monday, September 26

Last day to pay fees without penalty

Friday, September 30

Last day for new registration, addition of new  
courses, or change of section

Friday, September 30

Last day to drop a course without being re-  
sponsible for a grade

Friday, October 21

Veterans Day (classes in session)

Friday, November 11

Last day to change P/NP option

Friday, November 11

Thanksgiving holiday

Thursday, November 24–Sunday, November 27

Last day to submit course withdrawal form to  
the Registrar's Office; last day to withdraw  
completely from the University

Monday, November 28

Fall quarter final examinations

Monday, December 5–Friday, December 9

Fall quarter ends

Friday, December 9

Grades due

Tuesday, December 13

Winter break

Monday, December 12–Sunday, January 8

## Winter Quarter 2006

Academic advising and registration for  
new students

Monday, January 9

All classes begin

Monday, January 9

Last day to pay fees without penalty

Friday, January 13

Last day for new registration, addition of  
new courses, or change of section

Friday, January 13

Martin Luther King Jr. Day holiday

Monday, January 16

Last day to drop a course without being  
responsible for a grade

Friday, February 3

Last day to change P/NP option

Friday, February 24

Last day to submit course withdrawal form  
to the Registrar's Office; last day to withdraw  
completely from the University

Monday, March 13

Winter quarter final examinations

Monday, March 20–Friday, March 24

Winter quarter ends

Friday, March 24

Grades due

Monday, March 27

Spring break

Monday, March 27–Sunday, April 2

## Spring Quarter 2006

Academic advising and registration for  
new students

Monday, April 3

All classes begin

Monday, April 3

Last day to pay fees without penalty

Friday, April 7

Last day for new registration, addition of  
new courses, or change of section

Friday, April 7

Last day to drop a course without being  
responsible for a grade

Friday, April 28

Last day to change P/NP option

Friday, May 19

Memorial Day holiday

Monday, May 29

Last day to submit course withdrawal form  
to the Registrar's Office; last day to withdraw  
completely from the University

Monday, June 5

Spring quarter final examinations

Monday, June 12–Friday, June 16

Spring quarter ends

Friday, June 16

Commencement

Saturday, June 17

Grades due

Tuesday, June 20

## Summer Session 2006

Pre-Session

Monday, June 19–Friday, June 23

Registration continues for all sessions; classes  
begin; last day to pay fees for first four-week  
and eight-week sessions without penalty

Monday, June 26

Last day for new registration, addition of  
new courses, or change of section

Friday, June 30

Fourth of July holiday

Tuesday, July 4

End of first four-week session

Friday, July 21

Last day to drop a course without being  
responsible for a grade

Friday, July 21

Last day to change P/NP option for  
eight-week session

Friday, July 28

End of eight-week session and second  
four-week session

Friday, August 18

Post-session begins

Monday, August 21

## SOU Statistics

### STUDENT PROFILE

Total enrollment	5,162
Full-time students	3,899
Part-time students	1,263
Undergraduate students	4,673
Graduate students	489
Between 17 and 25 years old	74%
Average age	25
Average SAT score	1,036
Average high school GPA	3.20
Students from Oregon	79%
Ethnic minorities	559 (10.8%)
International students from 30 countries	139
Men	43%
Women	57%

### UNIVERSITY PROFILE

Average class size	25
Student-to-faculty ratio	19:1
Schools	5
Departments	23
Baccalaureate degree programs	36
Completions in 2004–2005	1,327
Bachelor's degrees	813
Master's degrees	277
Certificates	237
Campus size	175 acres
Academic buildings	14
Classroom space	140,855 sq. ft.
Housing capacity	1,100
Family housing	206 units
Financial aid (annually)	\$35,862,965
Financial aid recipients	3,734 students



# Reading this Catalog

## Catalog Content

The content of this catalog is subject to change without notice and does not constitute a contract between Southern Oregon University and its students or applicants for admission. This catalog is for information purposes only. Every effort is made to ensure the accuracy of the content, but circumstances change frequently at an educational institution and new decisions may affect the accuracy of this information.

## Terminology

**Course.** A subject or instructional subdivision of a subject offered during a single term.

**Corequisite.** Indicates a course that must be taken simultaneously with the course described.

**Credit.** One unit of credit represents approximately three hours of time each week for one term. This time may comprise work in the classroom, the laboratory, or outside.

**Curriculum.** An organized program of study providing integrated cultural or professional education.

**Discipline.** A branch of learning or field of study (e.g., biology, English, or psychology).

**Elective.** An optional rather than a required course.

**Grade Point Average (GPA).** Grade point average is computed by dividing grade points earned by the number of credits attempted. Grades of E, I, P, NP, W, WP, WF, and X do not carry grade points, and credits for these grades are not calculated in the GPA. The University's GPA includes only SOU courses. See page 16 for more information.

**Practicum.** A supervised experience, usually off campus, arranged with the approval of the instructor and conducted under requirements set by the instructor.

**Prerequisite.** Indicates a course that must be completed prior to the course described; for example, Mth 95 is required before taking Ch 201. See *Course Prerequisites Policy* on page 16.

**Reading and Conference.** A selection of materials to be read by an individual student and discussed in conference with a professor.

**Residence Credit.** Academic work completed while a student is formally admitted and officially registered at SOU.

**Seminar.** A small group of advanced students studying a subject with guidance from a professor. Each student conducts original research and exchanges the results with fellow group members through informal lectures, reports, and discussions.

**Sequence.** Closely related courses extending through more than one term.

**Term.** Approximately one-third of the academic year and one-quarter of the calendar year. May be fall, winter, or spring.

## Reading a Course Description

The following example illustrates the elements of a typical course listing:

### TA 442 Theatre Sound Design

3 credits

Offers an advanced study of theatre sound, with an emphasis on providing practical experience in designing sound for various production styles. Prerequisite: TA 242.

**TA:** *Prefix.* An abbreviation representing the department offering the course. See this page for a listing of prefixes.

**442:** *Number.* Indicates the approximate level of the course (see *Course Numbering System* below).

**Theatre Sound Design:** *Title.*

**3 credits:** Indicates the number of credits awarded for successful completion of the course.

**Offers . . . :** Description of course content.

**Prerequisite: TA 242:** The required background course necessary for admittance to the course. Students who have not completed the stated prerequisites but have equivalent background should consult the instructor of the course they are interested in. The instructor has the authority to waive the prerequisite requirement in such a case. See *Course Prerequisites Policy* on page 16.

Course registration details (including the Course Reference Number [CRN], grading method, time and location of class meetings, and instructor's name) are available in the class schedule, which is available in hard copy and online each term.

## Course Numbering System

Courses throughout the Oregon University System follow this basic numbering system:

### 1–99

Noncredit courses or credit courses of remedial nature that do not count toward graduation or degree and are not included in calculating the grade point average.

### 100–299

Lower division courses.

### 300–499

Upper division courses. A student must achieve sophomore standing before being permitted to enroll in 300-level courses and junior standing before being permitted to enroll in 400-level courses. If the instructor of the course is satisfied that a student meets the criteria for a course, then the consent of the instructor permits enrollment. This does not supersede specific prerequisites, which may be stated in the course description.

### 400–499

Upper division courses primarily for seniors.

### 400–499/500–599

Upper division/graduate courses for seniors and graduate students. Courses listed in this catalog with a joint 4xx/5xx number may be offered during any quarter (see the class schedule) under either of two options:

1. For undergraduate students only; listed under the 4xx number.
2. For both graduate and undergraduate students; listed under 4xx/5xx. Graduate students enroll in the 5xx number, while undergraduates enroll in the 4xx number. The class schedule includes the 4xx listing and a separate 5xx listing.

### 500–599

Graduate courses. These courses are listed in the class schedule and on the student's transcript with a G added to the course number.

## Course Prefixes

Prefix	Subject Area	Page #
AL	Arts and Letters	29
AM	Applied Multimedia	148
Anth	Anthropology	134
Art	Art	26
ArtH	Art History	28
BA	Business Administration	40
Bi	Biology	32
CCJ	Criminology and Criminal Justice	60
Ch	Chemistry	46
Comm	Communication	52
CORE	University Colloquium	21
CS	Computer Science	57
D	Dance	139
Ec	Economics	62
Ed	Education	68
Eng	English	78
Engr	Engineering	75
ELS	ELS Language Centers	155
ES	Environmental Studies	84
Film	Film Studies	54
Fr	French	87
G	Geology	95
Geog	Geography	92
GL	German	89
HE	Health Education	97
Ho	Honors	156
Hst	History	101
IS	International Studies	104
Jpn	Japanese	89
Jrn	Journalism	54
LIS	Library and Information Science	157
MM	Master in Management	165
MS	Military Science	158
Mth	Mathematics	106
MuP	Applied Music	110
Mus	Music	110
NAS	Native American Studies	149
PE	Physical Education	98
Ph	Physics	117
Phil	Philosophy	115
PR	Public Relations	55
PS	Political Science	120
Psy	Psychology	125
Rel	Religion	116
SAS	Success at Southern	171
Sc	Science	130
ShS	Shakespeare Studies	150
Soc	Sociology	136
Span	Spanish	90
SpEd	Special Education	73
SSc	Social Science	131
TA	Theatre Arts	139
VP	Video Production	55
Wr	Writing	80
WS	Women's Studies	151

## Class Schedule

Students should read the class schedule, which is available at registration and on the Web. This publication contains rules, regulations, academic requirements, class schedules, and other information unavailable when the catalog was published. Students are also urged to consult faculty advisors for additional information and assistance.

## Rules and Procedures

Students are expected to follow University rules and procedures. Students assume personal responsibility for designing a course of study and fulfilling the academic requirements of SOU.

# Entering the University

## Office of Admissions

Mara Affre, MEd, Assistant Vice President for Enrollment Services; Director of Admissions  
 Britt 242  
 541-552-6411  
 admissions@sou.edu  
 www.sou.edu/admissions

Students seeking admission to SOU or who plan to attend SOU full time during the fall, winter, or spring quarter must apply for and receive formal admission. Application procedures are outlined herein. Students planning to take courses without formal admission should read the section entitled *Enrollment as a Nonadmitted Student* on page 8 and the *Summer Session* section on page 174.

Residents of states other than Oregon and international students pay nonresident tuition and fees. Information on establishing Oregon residency may be found at [www.sou.edu/registrar](http://www.sou.edu/registrar).

Students interested in federal financial assistance must (1) apply for admission to Southern Oregon University, and (2) apply for financial aid in accordance with the procedures summarized in the *Financial Aid* section on page 12.

Prospective students are encouraged to visit the campus. Admissions staff can make arrangements for visitors to meet faculty, attend classes, and take a guided tour of the grounds and buildings. Campus tours led by student ambassadors are available Monday through Friday at 10 a.m. and 2 p.m. during the academic year and 11 a.m. during the summer months and holiday breaks. Contact the Office of Admissions to check date availability and make a reservation.

## Admission Procedure

### 1. Application Form and Deadlines

New students applying for admission to SOU must file an official application with Admissions. The application may be obtained from most Oregon high schools and community colleges or from the SOU Admissions Office. Applicants may also apply online or download forms from the SOU Web site. All forms and records should be received by Admissions at least two weeks prior to the beginning of the term.

### 2. Application Fee

Applications for admission must be accompanied by a \$50 application fee (check or money order payable to Southern Oregon University). If applying online, applicants pay the \$50 application fee via credit card. The fee cannot be refunded, waived, or transferred to other institutions. A fee deferral is available to qualified individuals; contact Admissions for more information.

### 3. Transcripts

Students applying as freshmen must have their high schools send official transcripts

of all coursework beyond the eighth grade and may apply after completion of the junior year in high school. High school seniors may apply after October 1 for the subsequent fall term. Upon completion of the senior year, students must have their high schools send complete transcripts verifying graduation and the 14-unit subject requirement completion (see *High School Course Requirements* on page 6).

Students transferring from other collegiate institutions must request that official transcripts of all colleges previously attended be sent to the SOU Office of Admissions. High school records must also be sent if the applicant has fewer than 36 transferable quarter credits of transferable college coursework at the time of application. All records should reach the Office of Admissions no later than two weeks before the applicant expects to enter SOU. Documents sent in support of applications become the property of the University and cannot be returned to the applicant.

### 4. Placement Examinations

Students entering as freshmen must submit scores from either the SAT I: Reasoning Test or the ACT Assessment before registration. Test scores are used for counseling, placement, and, in some cases, establishing admission qualifications. Early arrangements should be made to ensure that test scores reach the Southern Oregon University Office of Admissions in time to be evaluated with the student's records.

### 5. Measles Immunization

All SOU students are required to submit verification of measles immunization prior to attending classes.

Students who decline immunization for medical or religious reasons will be admitted. They must, however, be cleared through the Student Health and Wellness Center.

### 6. Notification of Admission

When all required documents have been received and evaluated, applicants will be informed in writing of the University's decision.

### 7. General Admission Policies

It is the student's responsibility to ensure that complete official copies of transcripts from every institution attended are forwarded to the Southern Oregon University Office of Admissions. Failure of an applicant to supply complete college credentials is considered misrepresentation and may result in dismissal from the University.

The University assumes no responsibility for applicants who come to the campus before they are notified of acceptance.

## Admission to Freshman Standing

To be admitted as a freshman, an applicant must:

1. Submit an application form and an application fee of \$50 and have an official copy

of his or her high school transcript and either the SAT I: Reasoning Test or ACT Assessment scores sent to SOU.

2. Graduate from a regionally accredited public or private high school with a minimum cumulative grade point average of 2.75. Those who have not attained this minimum grade point average may be admitted if they have obtained one of the following:

- a) a combined Math + Critical Reading score of 1010 on the SAT I: Reasoning Test or 900 Math + Verbal on an SAT administered prior to April 1, 1995; or
- b) a composite score of 21 on the ACT Assessment.

Applicants who have not or will not graduate from high school must have a minimum score of 410 on each of the five subtests of the Test of General Educational Development (GED) and an overall average score of 550. Post-1996 GED holders must submit a copy of their official high school academic record to confirm completion of at least two years (2 units) of a second language, or they must demonstrate proficiency in a second language.

Students who are graduates of nonstandard or unaccredited high schools or who have been home-schooled must have a combined Math + Critical Reading score of 1010 on the SAT I: Reasoning Test and a score of 470 on the SAT I: Writing test, or an ACT composite score of 21. These students must also score an average 470 or above (940 total) on two SAT Subject Tests (Math level I or IIC and another test of the student's choice). These students must also satisfy the second language admission requirement if they graduated from high school in 1997 or later.

3. Meet specific course requirements in addition to the grade point average and/or test score requirements listed in part 2 above. A general description of the type of courses required in each of the subject categories may be found under *High School Course Requirements* below.

Students who have not completed the subject requirements must have a combined Math + Critical Reading score of 1010 on the SAT I: Reasoning Test and a score of 470 on the SAT I: Writing Test, or an ACT composite score of 21. These students must also score an average 470 or above (940 total) on two SAT Subject Tests (Math level I or IIC and another test in an area in which the student has a subject deficiency). Alternatively, students may elect to take makeup coursework (high school or college level) for specific subject requirements missed in high school.

Note: Part 3 of this section is waived for students who graduated from high school prior to 1985. Students who took the SAT I prior to February 2005 should contact Admissions.



### High School Course Requirements

Applicants must satisfactorily (grade of C- or better) complete 14 units (one year equals one unit) of college preparatory work in the following areas:

**English (4 units).** Includes study of the English language, literature, speaking and listening, and writing with an emphasis on and frequent practice in expository prose during all four years.

**Mathematics (3 units).** Includes first-year algebra, as well as two additional years of college preparatory mathematics, such as geometry (deductive or descriptive), advanced topics in algebra, trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, probability and statistics, or courses integrating topics from two or more of these areas. (One unit is highly recommended in the senior year; algebra and geometry taken prior to the ninth grade are accepted.)

**Science (2 units).** Includes a year each in two fields of college preparatory science, such as biology, chemistry, physics, or earth and physical science (one recommended as a laboratory science).

**Social Studies (3 units).** Includes one year of U.S. history, one year of global studies (e.g., world history or geography), and one year of social studies electives.

**Second Language (2 units).** Includes two years of the same high school level second language, or a C- or above in the third year of a high school level language, or two terms of a college-level second language with a grade of C- or above, or satisfactory performance on an approved assessment of second language proficiency. Demonstrated proficiency in American Sign Language (ASL) meets the second language requirement.

### Special Admission

Students who do not meet the admission requirements may appeal to the Undergraduate Admissions Advisory Committee, which may recommend special admission. Students wishing to pursue this appeal must submit the appropriate Request for Admission by Committee form and all supporting documents required on that form. Students will also be held to the deadlines and requirements outlined on that form.

### Proficiency-Based Admission Standards System (PASS)

These admission standards give applicants a better understanding of the academic skills necessary for admission to a public university in the state of Oregon. This complete and accurate assessment of academic skills enables universities to make informed admission decisions. Students in Oregon public high schools may use the Certificate of Initial Mastery (CIM) to meet some of the standards required for admission. However, the CIM is not required for admission. For more information, visit [www.ous.edu/pass](http://www.ous.edu/pass).

### Admission of Transfer Students

Students transferring to SOU from a regionally accredited college or university must show evidence of honorable dismissal from the other collegiate institutions and a cumulative grade point average of at least 2.25 in 36 or more credits of acceptable college work. A maximum of 12 credits of physical education activity and team participation credits may be used in meeting transfer admissions requirements. A transfer student with fewer than 36 transferable quarter credits must also meet requirements for freshman standing.

Post-1996 GED holders, as well as applicants who graduated from high school in 1997 or later must also submit a copy of their official high school academic records to prove they have successfully completed with a C- or better a minimum of two years (2 units) of study in a second language. An exception to this requirement will be made for transfers who have completed two terms (8 quarter credits) of a second language at the college level with a C- grade or better or who have achieved satisfactory performance on an approved second language proficiency assessment (ASL is acceptable).

Transfer applicants must submit an application form, pay the \$50 application fee, and submit official transcripts from every institution of higher education attended. Transcripts must be mailed from the prior institutions directly to the Southern Oregon University Admissions Office. Transfer students are also encouraged to visit the campus and contact the ACCESS Center for academic advising.

Transfers should note that a minimum of 45 of the last 60 credits of coursework must be SOU credits to complete a degree. For more specific requirements, see the descriptions of the various degree programs in the catalog. In addition, please refer to *Transfer Student Policies* on page 22 for more information.

### Credit from Accredited Institutions

Advanced standing is granted to students transferring to SOU with acceptable records from regionally accredited institutions. The amount of credit granted depends on the nature and quality of the applicant's previous work, evaluated according to Southern Oregon University's academic requirements. The GPA of transferred credits is computed and used only as a basis for admission and is not included in a student's SOU GPA.



### Credit from Unaccredited Institutions

No advanced standing is granted at entrance for work at an unaccredited institution. After three terms of satisfactory work at SOU, a student may receive credit for coursework from unaccredited institutions, but the courses must be equated with courses offered at SOU.

### Credit from Two-Year Institutions

SOU accepts credit toward a baccalaureate degree from all college transfer work (up to 124 lower division term credits) completed in Oregon or regionally accredited community colleges in other states. Up to 24 credits of vocational-technical coursework that is applicable in an associate degree or certificate program at an accredited institution may be accepted as elective credit toward the 124 credits. Vocational-technical credits are not utilized in the admission decision.

### Special Academic Credit

SOU considers granting credit for credit by examination, the College Level Examination Program (CLEP), Advanced Placement (AP), and International Baccalaureate (IB). Please read *Special Academic Credit* on page 8 for more information.

### Admission to Professional Programs

Admission to SOU does not automatically guarantee admission to its professional programs and schools. Standards of admission and evaluation of transfer credit for such programs often include requirements beyond those stated in the general catalog. Students entering any of these programs or schools must be prepared to undertake the curriculum at their level of entry and to maintain school standards.

### Admission of International Students

SOU is committed to diversifying its student body with the addition of students from other countries. Application materials for international students are available from Admissions.

In addition to meeting the minimum English language requirements as outlined in the English Proficiency section below, international students are also required to submit a financial statement and official academic transcripts and to maintain adequate medical insurance. At the time of registration, students may enroll in a comprehensive medical insurance plan for themselves and their dependents through Southern Oregon University. For insurance information, contact the international student advisor at 541-552-6660.

### English Proficiency

The Test of English as a Foreign Language (TOEFL) is required of students whose native language is not English. A score of 520 paper-based or 190 computer-based is required of undergraduate applicants, while a score of 540 paper-based or 207 computer-based is required of graduate students. An official minimum score of 959 on the SAT II English Language Proficiency Test (ELPT) may substitute for a TOEFL of 540.

Students whose English does not meet the TOEFL requirement may enroll in the ELS Language Center, the intensive English language program on campus. For more information on

### Advanced Placement (AP): College Entrance Examination Board (CEEB) Credit

When AP scores are received by the University directly from CEEB, credit may be awarded as indicated below:

EXAMINATION	SCORES	CREDITS	COURSE
Art History	3, 4, 5	4	ArtH 199
Art, Studio: Drawing	3, 4, 5	4	Art 133
Art, Studio: General	3, 4, 5	4	Art 199
Biology	3, 4, 5	12	Bi 101 Bi 102 Bi 103
Chemistry	3, 4, 5	9 6 <hr/> 15	Ch 201, 202, 203 Ch 204, 205, 206*
Computer Science A or AB	3, 4, 5	4	CS 257
Economics: Micro	4, 5	4	Ec 201
Economics: Macro	4, 5	4	Ec 202
English Literature and Composition	3 4 5	8 12 16	Eng 104 or 105 and Wr 121 Eng 104, 105 and Wr 121 Eng 104, 105 and Wr 121, 122
English Language and Composition	3 4, 5	4 8	Wr 121 Wr 121, 122
Human Geography	3, 4, 5	4	Geog 107
Languages:			
German	3 4 5	12 16 20	GL 101, 102, 103 GL 101, 102, 103, 201 GL 101, 102, 103, 201, 202
Latin, Virgil	3, 4, 5	4	Humanities
Latin, Literature	3, 4, 5	8	Humanities
Spanish	3 4 5	12 16 20	Span 101, 102, 103 Span 101, 102, 103, 201 Span 101, 102, 103, 201, 202
French	3 4 5	12 16 20	Fr 101, 102, 103 Fr 101, 102, 103, 201 Fr 101, 102, 103, 201, 202
Music Theory	4, 5	12	Mus 121, 122, 123, 124, 125, 126
Psychology	3, 4, 5	4	Psy 201
United States History	3, 4, 5	8	Hst 250, 251
European History	3, 4, 5	8	Hst 110, 111
Government and Politics (United States)	3, 4, 5	4	PS 199 Special Studies: Government and Politics (U.S.)
Government and Politics (Comparative)	3, 4, 5	4	PS 199 Special Studies: Government and Politics (Comparative)
Mathematics:			
Cal. AB+	3 4, 5	4 8	Mth 251 Mth 251, 252
Cal. BC+	3 4, 5	8 12	Mth 251, 252 Mth 251, 252, 253
Statistics	4, 5	4	Mth 243
Physics:			
Physics B	3, 4, 5	9	Ph 201, 202, 203
Physics C (Mechanics)	3, 4, 5	5	Ph 221, 224
Physics C (Electricity and Magnetism)	3, 4, 5++	10	Ph 222, 223, 225, 226
World History	3, 4, 5	8	Hst 111, 112

\* Credit for General Chemistry laboratory is decided on the basis of the student's individual record of courses completed and the test score.

† Credit not granted in both, only one or the other, depending on the examination taken.

++ Scores apply to both exams.



ELS Language Centers, visit [www.els.com](http://www.els.com) or write to ELS Language Centers, Southern Oregon University, Ashland, OR 97520. (See *ELS Language Centers* on page 155.)

Postbaccalaureate Admission

Students interested in pursuing a second bachelor's degree or in taking 9 or more credits of graduate coursework without being admitted to a master's program are classified as postbaccalaureate students. Students who intend to take courses for undergraduate credit only may apply for postbaccalaureate nongraduate status, which allows them to pay undergraduate fees. Students must apply to Admissions to be admitted to postbaccalaureate status. The minimum cumulative undergraduate GPA required by the Admissions Office is 2.25 (4.0 system).

Graduate Student Admission

Students interested in entering a graduate or licensing program must be admitted under graduate student status at the earliest possible time. Otherwise, courses completed at the University may not apply to the program. The admission process is initiated through the Office of Admissions (541-552-6411). Please see *Admission to a Master's Degree Program* on page 163 for admission dates and deadlines.

Regularly Admitted Graduate Students

Students pursuing a master's degree are considered regularly admitted graduate students. Regular admission is granted once the student has met admission standards (see *Admission and General Regulations* under *Graduate Programs* on page 163). Students must apply to the Admissions Office and to the specific master's program. They *must* be in possession of a letter from the school's graduate coordinator admitting them to the specific master's program before graduate student status is official.

Enrollment as a Nonadmitted Student

Any person over the age of eighteen who has not been admitted to Southern Oregon University and who wishes to enroll in no more than 8 credits during an individual term may enroll as a nonadmitted graduate or undergraduate student. (Foreign students with F-1 visas must be cleared through the foreign student advisor before they register as nonadmitted students.) Nonadmitted students are not required to submit transcripts, test scores, or pay an application fee. They are not admitted to pursue a degree program or to attend the University full time. The nonadmitted student category permits students to enroll in Southern Oregon University classes on a space-available basis. The forms necessary for this type of enrollment are available through the Registrar's Office.

Admission of Senior Citizens

Unless the class is taken for credit, persons at least sixty-five years of age may attend classes free of charge on a space-available basis.

New Student Programs

Each fall term, new students are invited to campus to participate in a comprehensive, mandatory orientation program before classes begin. The activities are designed to help new

students get acquainted with faculty, administrators, and student leaders. Students also become familiar with various SOU services, clubs, organizations, and other extracurricular activities. Most importantly, students are introduced to the standards and expectations of the University as they are welcomed into the SOU community. A similar but abbreviated orientation program is offered for students who are admitted other terms.

Special Academic Credit

ADVANCED PLACEMENT

Students who have taken an advanced placement course of the College Entrance Examination Board (CEEB) at their secondary school and who have taken Advanced Placement (AP) examinations of CEEB may receive credit for scores of 3, 4, or 5. No credit is given for an examination with scores of 1 or 2. Scores must be

College Level Examination Program (CLEP) Credit			
EXAMINATION	SCORES	CREDITS	COURSE
<b>General Examinations</b>			
College Mathematics	50	4	Math elective
English Composition	60	8	Wr 121, 122
Natural Sciences	50	9	Science elective
Social Sciences and History	50	8	Social Science elective
<b>Subject Examinations</b>			
<i>Composition and Literature</i>			
American Literature	54	8	Eng 104, 105
Analyzing and Interpreting Literature	55	4	Eng 298
English Literature	54	8	Eng 104, 105
<i>Foreign Languages</i>			
College-Level French Language	50	12	French TBD
College-Level German Language	50	12	German TBD
College-Level Spanish Language	50	12	Spanish TBD
<i>History and Social Sciences</i>			
American Government	50	4	PS 199
History of the United States I: Early Colonizations to 1877	50	4	Hst 250
History of the United States II: 1865 to the Present	50	4	Hst 251
Human Growth and Development	50	4	Psy 370
Introduction to Educational Psychology	N/A	0	No equivalent
Principles of Macroeconomics	50	4	Ec 202
Principles of Microeconomics	50	4	Ec 201
Introductory Psychology	50	8	Psy 201, 202
Introductory Sociology	45	4	Soc 204
Western Civilization I: Ancient Near East to 1648	50	4	Hst 110
Western Civilization II: 1648 to the Present	50	4	Hst 111
<i>Science and Mathematics</i>			
Calculus with Elementary Functions	50	4	Mth 251
Calculus with Elementary Functions	60	8	Mth 251, 252
College Algebra	50	4	Mth 111
College Algebra-Trigonometry	50	4	Mth 112
Trigonometry	50	4	Mth 112
General Biology	50	9	Biology elective
General Chemistry	50	9	Ch 201, 202, 203
<i>Business</i>			
Information Systems and Computer Applications	52	4	BA 131
Introductory Business Law	56	4	BA 370
Principles of Management	N/A	0	No equivalent
Principles of Accounting	51	4	BA 121
Principles of Accounting	65	8	BA 211, 213
Principles of Marketing	N/A	0	No equivalent

received directly from CEEB for the student to be awarded credit. (Please refer to the AP chart on page 7 of this catalog.)

#### CREDIT BY EXAMINATION

Regularly enrolled full-time undergraduates with exceptional proficiency in an academic subject offered by the University may take an examination to receive university credit toward degree requirements. Credit by examination is not available for practicum or field experience courses, nor is it available for Special Studies, Research, Workshop, Reading and Conference, Seminar, or other similarly titled courses. A maximum limit of 24 term credits may be earned. Credit by examination does not count as resident credit.

To challenge a course by examination, a student must obtain the approval of the instructor, advisor, and department chair; apply to the registrar (applications are available at the Registrar's Office); and pay the credit by examination fee. The application will be denied if the student has previously: a) received credit for the course at this or another college; b) challenged the course and received an NP; or c) completed courses at a higher level of competency (e.g., a student registered in or having completed a second-year language may not earn credit by examination in the first-year language).

The examination may be a standardized test or a thorough, comprehensive examination on the entire course. The comprehensive exam is prepared by members of the teaching faculty who normally teach the course being challenged. Results of the course challenge shall be recorded as P (grade C- or above) or NP on the student's transcript and will not be used to compute the grade point average.

Students seeking credit for 100- and 200-level second-language coursework are granted the following exception to the Credit by Exam policy: students who place in a course beyond 101, enroll in the course within one year of taking the placement exam, and complete the higher-level course with a B or better may receive credit for the lower-level courses. Students must apply for credit within one term of completing the higher-level course.

#### INTERNATIONAL BACCALAUREATE

SOU evaluates IB test scores much in the same way it evaluates AP scores. Students must have official test scores sent to the Office of Admissions. SOU may award credit to students who receive a 5 or higher on any Higher Level IB examination. No credit is awarded for Subsidiary Level exams. For more information, please contact Admissions at 541-552-6411.

#### COLLEGE LEVEL EXAMINATION PROGRAM

Southern Oregon University allows credit for College Level Examination Program (CLEP) exams (see chart on page 8). Exams are conducted at SOU's Medford Campus. Call 541-552-8100 to schedule an exam or to request more information. This credit is subject to the following guidelines:

1. Students may earn as many credits through CLEP as they are able to successfully pass, providing the examination does not dupli-

cate credit previously earned. In instances where an exam offers multiple course credit (Freshman College Composition, for example), students will be permitted to take the exam to earn CLEP credits solely for the coursework not previously taken.

2. A student is allowed only one attempt in each course to acquire credit through CLEP. Students who have taken but not passed a course may subsequently attempt to acquire credit in the course through CLEP. If they fail, they can acquire credit only by repeating the course. If the student fails the examination, it is not recorded on the student's academic record.
3. Students who have taken CLEP examinations prior to entering Southern Oregon University may transfer their credit. They must have passed the examination with a score at or above the minimum level accepted by the University, and the University must approve the examinations for credit.

#### MILITARY CREDIT

Southern Oregon University generally grants credit for some military education experiences as recommended by the American Council on Education's *Guide to the Evaluation of Educational Experiences in the Armed Services* and in accordance with SOU and Oregon University System policies regarding transfer credits. Students may request evaluation of credits earned through the Community College of the Air Force, Defense Language Institute, or military education. Students must submit official copies of college transcripts or a Certificate of Completion from the Defense Language Institute. An official copy of the student's DD 214, DD 295, SMART, or AARTS transcript is required for military education and occupational credits.

#### CORRESPONDENCE CREDIT

SOU accepts up to 60 credits of extension study, 24 of which may be by correspondence from regionally accredited institutions. For further information about special credit programs, contact Admissions at 541-552-6411.

#### Accelerated Baccalaureate Degree

The University offers the Accelerated Baccalaureate Degree Program for those students who have the motivation, maturity, time-management skills, and academic strengths necessary to finish a degree in three rather than four years. Advantages of the program are earlier entry into the job market, a focused undergraduate program as preparation for graduate school, and financial savings on one full year of tuition and fees.

The following departments participate in the Accelerated Baccalaureate Program: business, chemistry, communication, computer science, criminology and criminal justice, economics, English and writing, foreign languages and literatures, geography, health & physical education, history, international studies, mathematics, and physics. For more information, see the *Accelerated Baccalaureate Degree Program* section on page 155, or visit [www.sou.edu/3yeardegree](http://www.sou.edu/3yeardegree).

## Registration

Office of the Registrar

Britt 230

541-552-6600

SOU students may register via SISWeb at [www.sou.edu/sis](http://www.sou.edu/sis) or in person at the Registration Center in Britt Hall.

The fall and winter/spring editions of the class schedule contain complete information about dates for priority preregistration, open registration and schedule adjustment, late registration, advising services, adding/dropping, and course offerings.

## Change of Registration

#### STUDENTS CHANGING REGISTRATION

Students may continue to register and add classes to their schedule through the first week of the quarter. After the first week of the term, students cannot add classes via SISWeb. To register late, students will need to submit an add form to the Registration Center with the instructor's signature of consent.

Students may drop classes via SISWeb through the fourth week of the term. From the fifth week of the quarter through the Monday of the week prior to final exams, students may withdraw from classes by submitting a drop form to the Registration Center. Students may change the grading option (P/NP) through the seventh week of the term in person at the Registration Center.

#### INSTRUCTORS CHANGING REGISTRATION

Instructors may cancel the course registration of a student when there is justification, provided the instructor's department chair or school dean concurs. This includes the right of an instructor to cancel the course registration of a student for disciplinary reasons at any time, again with the concurrence of the instructor's department chair or school dean.

Students who do not attend the first two regular class meetings at the beginning of the term and who have not given the instructor prior notice of absence may be administratively dropped from that class by the instructor. For classes or labs that meet only once a week, the instructor may drop a student if he or she does not attend the first regular class or lab meeting without giving the instructor prior notice.

## Withdrawal from the University

Students in good standing are entitled to honorable dismissal at any time through Monday of the last week of classes. Students withdrawing after the end of the fourth week and through Monday of the last week of classes receive a WP (Withdrawn-Passing) or a WF (Withdrawn-Failing) in each of their courses. Students who leave campus after Monday of the last week of classes are responsible for grades in all courses. Students who want to completely withdraw may do so in person or via SISWeb. The effective date of withdrawal is the date the withdrawal form is submitted to the Office of the Registrar. Refunds are prorated accordingly.

# Tuition and Fees

Business Services

Churchill 150

541-552-6311

[www.sou.edu/bus\\_serv](http://www.sou.edu/bus_serv)

All persons who attend classes at SOU must pay applicable tuition and fees.

Tuition, fees, and deposits in all of the state institutions of higher education are charged according to OUS Board-approved rates that vary at different institutions. The Oregon University System and Southern Oregon University reserve the right to make changes in the fee schedules following notice requirements.

## Fee Schedule (2004–05)

Student Classification	Term	Year
Resident Undergraduate	\$1,566	\$4,697
Nonresident Undergraduate	5,049	15,146
Resident Graduate	3,018	9,053
Nonresident Graduate	5,049	15,146

The fees displayed above are based on tuition for 15 credits in 2004–05. Undergraduates registered for 13 to 16 credits and graduate students registered for 10 to 16 credits receive a reduced charge for each additional credit hour taken. These figures include \$362.60 per term in mandatory fees. A \$125 one-time matriculation fee is assessed all new and transfer students for orientation and placement programs for new students.

Note: The 2004–05 tuition and fees schedules were approved by the Oregon University System in June 2004. Tuition rates for 2005–06 will be announced at a later date.

## Regular Fees

The fee schedule lists the regular fees paid by all students under the usual conditions. These fees entitle students to use Hannon Library, lab equipment, the computer lab, materials related to courses for which students are registered, and athletic facilities when available. Students are also entitled to outpatient medical attention and advice at the Student Health and Wellness Center and to all other services maintained for the benefit of students. No reduction of fees is made to students who may prefer not to use some of these privileges.

Note: In certain classes, additional fees may be charged for equipment, materials, or services required as part of course instruction. Such fees are published in the class schedule each term and are payable with regular fees. For certain courses, students may be required to provide or obtain proof of medical insurance coverage.

## Fee Payment Policies

Students are encouraged to pay all charges in full at the onset of the quarter to avoid late fees or penalties. Tuition is due upon registration for classes. If payment in full cannot be made prior to the beginning of classes, SOU automatically activates the Revolving Charge Account Plan to extend payment deadlines for full payment of tuition.

In addition to the Revolving Charge Account Plan, there are various other ways to pay, including VISA or MasterCard (by phone or mail, in person, online via SISWeb, or electronic payment) and check or money order (by mail or

in person). Students may deposit fee payment checks or money orders at the cashier windows in Churchill Hall or in drop boxes located in Britt Hall and Churchill Hall.

Students receiving grants, loans, or scholarships are required to use those funds to cover tuition and fees and may be ineligible for the Revolving Charge Account Plan unless financial aid is insufficient to cover all tuition, fees, and related expenses.

Participation in special programs may require specific fees. For example, study abroad or exchange programs may charge administrative fees. Students who decide not to attend classes for which they have registered must formally withdraw, or else they are expected to pay the tuition due. Students must notify the Office of the Registrar in person or online via SISWeb about cancellation of preregistration and upon withdrawal from any or all classes. Students who do not notify the registrar may be liable for payment of tuition assessed for classes they did not attend.

Although the University would prefer not to use such measures, it has the right to suspend the extension of credit and services; to withhold grade reports, transcripts, and graduation; and to deny or cancel registration of any student who has not paid or made arrangements to pay by designated payment deadlines. The right to extension of services may also be in jeopardy if students are in debt to any institution within the Oregon University System.

Students are advised to consult *The Registration Handbook* each term for specific payment deadlines and changes in fee policies. Business Services staff (located in Churchill Hall, room 150) are available to assist with particular circumstances or problems related to meeting a payment deadline.

There is a variety of ways to pay. Complete statements of University Fee Policies and Payment Plans are available in Business Services. Please ask a staff member for copies or an explanation of anything you do not understand.

## Revolving Charge Account Plan

Students are encouraged to obtain a copy of the Revolving Charge Account Plan from Business Services. This plan, set out fully in Oregon Administrative Rule 573-15-010, is summarized below:

- Any person who incurs charges, fines, or penalties at SOU establishes a Revolving Charge Account Plan (Plan) and, by default, agrees to its terms and conditions.
- To use the Plan for the payment of tuition and fees, students must have paid any past due or noncurrent charges in full.
- The Plan is designed to allow students to extend the time they have to pay current term charges. Instead of paying in full at the onset of the term, students may pay only the *first third* of tuition, the *first half* of residence hall charges, together with *all other fees and charges* by the initial due date for the term. The remainder of the account balance must be paid by the first day of the last month of the term: December 1 for fall, March 1 for winter, and June 1 for spring.

D. Students may formally request use of the Plan in one of two ways: (1) contact Business Services to receive an agreement to sign or (2) make the minimum payment allowed using one of the ways to pay cited above. Making the minimum payment indicates intent to use of the Plan and willingness to abide by its terms and conditions. Students are still required to sign the Revolving Charge Account Plan Agreement since it discloses the terms and conditions of the Plan in full detail.

- There is a \$15 nonrefundable service charge each term for use of the Plan. Should the account become past due, 9 percent per annum interest is assessed on past due balances.
- Course fees, application fees, and the like may not be deferred under the Plan. The Revolving Charge Account Plan is intended to extend the time allowable to pay tuition and residence hall fees only.
- Past due accounts not paid in full by the onset of the next term may be subject to a 15-percent collection charge. We urge students to be mindful of all payment due dates.

Business Services staff are available to address any questions or concerns. Please visit the cashier windows in Churchill Hall or call 541-552-6311 to speak to a staff member.

## Part-Time Tuition and Fees

Instead of paying regular registration fees, undergraduate students who register for a maximum of 11 credits pay a part-time fee proportional to the applicable full-time fee.

Students taking 1–8 credits are assessed tuition and fees on the basis of course level rather than student level. These students may pay an additional fee if they wish to receive outpatient health services from the Student Health and Wellness Center.

## Overload Fees

Undergraduate students are required to pay an overload fee for each credit in excess of 16. Graduate students must pay an overload fee for each credit in excess of 16.

## Estimated Special Fees

### APPLICATION FEE: \$50

A \$50 nonrefundable application fee is charged to all Southern Oregon University applicants. An application processing fee of \$15 is charged to students who return to SOU after an absence of three or more terms; summer term is not counted.

### STAFF RATES

Staff members may register any term for a limited number of credits (generally not more than 12) at staff rates with the approval of the employee's immediate supervisor and the president or executive head. Staff rates are \$24 per credit (25 percent of the resident undergraduate tuition rate). To be eligible for these rates, staff must be employed at least half time.



**LATE PAYMENT FEE: MAXIMUM \$100 A TERM**

Students making a payment after the scheduled fee payment dates of any term pay a late payment fee of \$25 for the first day and \$1 for each additional day. Students registered for 8 or fewer credits are assessed a late payment fee of \$25 the first day and 50 cents for each additional day. This fee is nonrefundable. Maximum late fees are \$100 a term combined for students registered for 9 or more credits, and \$50 a term combined for students registered for 8 or fewer credits. If payments are made with a check that is returned due to an irregularity for which the student is responsible (e.g., NSF, illegible signature, or improper bank account number), a fine of up to \$20 will be charged. In addition, if the returned check was used to pay tuition, a late charge will be assessed.

**LATE REGISTRATION FEE: \$100 PER TERM**

A \$100 late registration fee is charged to all students who complete a class but fail to register for that class. If a faculty member submits a grade for a student and the Registrar's Office determines that the student never registered for the class, the late registration fee is assessed after the end of the term.

**RETURNED CHECK CHARGES: \$20**

A fine of up to \$20 may be assessed for a check that is returned for any irregularity. This is in addition to any late fees or collection costs otherwise incurred for charges not paid when due. Check-writing privileges may be denied if returned checks are not cleared within seven days of notice or if multiple checks are returned.

**REPLACEMENT ID CARDS: \$15**

A charge of \$15 is assessed for replacement of ID cards. Unless lost or stolen, previously issued ID cards must be surrendered at the time of replacement.

**COPIES: \$1**

A copy fee is assessed for documents such as fee receipts, payroll records, and loan records. This \$1 fee covers two copies of a single document with a minimum of \$1 per document.

**TESTING**

Each Institution-administered examination for credit is assessed at up to \$80 per credit. Academic counseling and testing examination fees may be assessed at \$30–\$55 per exam.

**TRANSCRIPTS: \$5**

A fee of \$5 is charged for the first official transcript. Each additional transcript ordered and sent at the same time costs \$1 extra. Prepayment and student signature are required. An order form is available from the registrar or online at [www.sou.edu/registrar](http://www.sou.edu/registrar); a written request will also suffice. Official transcripts may also be ordered on SISWeb with a credit card: [www.sou.edu/sis](http://www.sou.edu/sis). Transcript orders must include student name, ID number, date of birth, most recent term at SOU, address, phone number, signature, and payment. For release of official transcripts, the student account balance must be current. A minimum of five working days is required to process transcript orders. Options to expedite requests are available for an additional charge. Contact the Registrar's Office at 541-552-6600.

**GRADUATION APPLICATIONS**

Degree applications are available at the Registration Center located in Britt 230. A \$70 fee is charged to all students applying to graduate. This fee must be paid to Business Services prior to submitting the application for degree.

**SENIOR CITIZENS: NO CHARGE**

Unless the class is taken for credit, persons at least sixty-five years of age may attend classes free of charge, based on available space. If applicable, there are charges for special fees or materials. During Summer Session, the University may establish fees for senior citizens who are non-Oregon residents.

**LIBRARY FINES AND CHARGES**

The following regulations govern library fines and charges:

1. A fine of \$2 is assessed on the fourth day a book is overdue, plus 50 cents a day thereafter (maximum fine of \$20 an item).
2. For overdue reserve items and videos, the fine is \$2 for the first hour and 50 cents for each succeeding hour or portion thereof, until the item is returned (maximum fine of \$20 an item). In the case of a flagrant rule violation, an additional charge of \$2 an hour for each item may be assessed (maximum fine of \$20 an item).
3. Books needed for course reserves are subject to immediate recall. A maximum fine of \$2 a day (maximum fine of \$20 an item) may be imposed for failure to return recalled books.
4. Borrowers who have lost library books are charged the replacement cost of the book plus the amount of the fines incurred up to the time the book is reported missing.

An additional charge of \$15 is assessed to cover the cost of processing.

5. When a lost book for which the borrower has been billed is returned before a replacement has been ordered, a refund not exceeding the replacement cost may be made at the librarian's discretion. Note: Library fines and charges are subject to change.

**GRADUATION**

Students who are graduating pay the cost of cap and gown and other incidental expenses connected with commencement exercises. A student will not be recommended for graduation until all fees and charges due to the University have been paid.

**PARKING**

All students, staff, and faculty who wish to park on campus must register their vehicles with Parking Services and operate them in compliance with SOU's Parking Regulations, which may be obtained at the Churchill 150 cashier windows. Students who park on campus are assessed a parking fee in accordance with a schedule approved by the Oregon University System and filed with the Secretary of State. Permits may be purchased at the Business Services cashier windows in Churchill 150. For further information, please contact Parking Services at 541-552-6995.

**STUDENT HEALTH INSURANCE**

SOU provides a limited health insurance program for all students taking 9 or more credits during the fall, winter, and spring terms. Purchased automatically for students for a small fee each term, this limited plan is designed to assist with medical expenses for most minor illnesses and injuries, including lab charges. These students may also purchase SOU's op-



tional insurance program since the limited plan alone is not sufficient to cover major illnesses or injuries. This optional insurance program provides extended coverage for students and their eligible dependents. Note: This plan is subject to change.

Nonimmigrant foreign students are required to carry health insurance for themselves and their dependents.

All other students are encouraged to obtain health insurance for services not covered by the student health fees.

### Tuition and Fee Credits

Students who reduce their number of class hours or who withdraw completely from the University may be eligible for a tuition/fee credit, but specific rules apply:

1. To qualify for a credit, students must withdraw during the refund period established by SOU (dates are available from the registrar and in *The Registration Handbook* publication).
2. After the refund period, students are responsible for 100 percent of tuition and fees.
3. When dropping a class or classes, students must notify the registrar in person or online through SISWeb. This action is an official, formal notification of withdrawal from a class or classes.
4. The withdrawal date is the date the Registrar's Office receives a student's official notification. Up until that date, a student is liable for the tuition for the class or classes. Any credit to a student's account resulting from withdrawal is calculated from the date the official notification of withdrawal is received, not from the date a student stopped attending the class or classes.
5. Any tuition credit due to a student must first be applied to all debts owed to SOU, OUS, or financial aid programs.
6. If a student withdraws completely from SOU and has received financial aid, he or she may be required to repay some or all of that aid. If a student fails to formally withdraw from SOU by officially notifying the registrar in person or online through SISWeb, he or she may be required to repay all of his or her aid.
7. The application of credits to financial aid programs is a complex process governed by federal law. The student's credit may not be adequate to repay monies due back to financial aid programs; it is possible that a student could owe money. Please contact Business Services at 541-552-6311 for more information.
8. No tuition/fee credits are issued for dropped classes taken by persons receiving staff rates.
9. Students who are called up for military service may receive a credit for all tuition and fees, depending on the date in the term they leave school.

Note: To be eligible for a 100-percent tuition credit, students must cancel their registration

prior to the beginning of a class or classes. To cancel their registration for a class or classes, students must notify the registrar in person or online through SISWeb. Failure to do so will result in tuition charges.

If a credit balance results after the application of a tuition credit to any and all charges remaining on a student's account, a check, MasterCard/VISA credit, or direct deposit is issued to the student. This procedure may take up to six weeks after partial or complete withdrawal.

Students who believe their special circumstances warrant consideration may appeal the procedures defined above by filing an appeal with a cashier in Business Services, Churchill Hall 150. However, in order for the Appeals Committee to consider an exception to the established policy, a student's circumstances must be extraordinary.

### Residency Policy

In Oregon, as in all other states, instruction fees at publicly supported four-year universities are higher for nonresident students than for resident students.

The current rules and amendments used to determine residency seek to ensure that only bona fide Oregon residents are assessed the resident fee. Please see [www.sou.edu/registrar](http://www.sou.edu/registrar) for the latest version of the residency policy (Oregon Administrative Rules, Chapter 580, Division 10, Board of Higher Education).

### Western Undergraduate Exchange

Britt 242  
541-552-6411

The Western Undergraduate Exchange (WUE) program enables students in fourteen participating states to enroll in designated programs at selected public colleges and universities at special tuition rates. Tuition for WUE students is *regular in-state tuition of the institution the student will attend, plus 50 percent of that amount.*

The following states are participating in the 2004-05 WUE program: Alaska, Arizona, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

*Non-Oregon residents* from WUE states who would like to attend Southern Oregon University under WUE may apply for a WUE scholarship from the University Admissions Office for the following SOU BA/BS programs only: anthropology, art, business (accounting; marketing; management; or hotel, restaurant, and resort management), business-chemistry, business-math, music-business, business-physics, chemistry, communication (journalism, human communication, media arts, or media studies), computer science, criminology and criminal justice, economics, English and writing, environmental studies, geography, geology, health & PE, history, interdisciplinary studies, international studies, language and culture (French, German, or Spanish), mathematics, mathematics-computer science, music, physics, political science, sociology, and theatre. Contact Admissions for selection criteria and an application.

## Financial Aid

Financial Aid Office  
Churchill 115  
541-552-6161

Financial aid assistance at Southern Oregon University comprises scholarships, loans, grants, and work-study to those who qualify. In addition to awarding financial aid, the SOU Financial Aid Office provides financial aid counseling.

Since SOU has a limited amount of financial assistance available, the primary responsibility for meeting the student's educational expenses rests with the family.

### Application Procedures

The Free Application for Federal Student Aid (FAFSA) is used to apply for loans, scholarships, grants, and the work-study program. Students may access the FAFSA on the Web at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).

Students may obtain a paper FAFSA application from any college financial aid office or their high school counselors. An application for admission must be on file before an aid offer can be made.

### Application Deadlines

To meet the University's March 1 deadline for financial aid "first consideration," file the FAFSA listing SOU between January 1 and February 10. These early applicants who have applied for admission to SOU usually receive their award notifications beginning in April. Later FAFSA applicants who have applied for admission are notified on a rolling basis.

Financial aid awards are for a one-year period. Applicants must reapply through the FAFSA each year to receive continued consideration for financial assistance. For more information, contact the Financial Aid Office at 541-552-6161 or visit [www.sou.edu/finaid](http://www.sou.edu/finaid).

### Perkins Loan

The *Federal Perkins Loan* is a 5-percent deferred interest loan. First priority in awarding is given to early FAFSA filers with high financial need. At SOU, the average award is \$1,000 a year. These funds must be repaid. Repayment begins nine months after the student graduates or leaves school.

### William D. Ford Federal Direct Loan

The *Federal Direct Stafford/Ford Loan* is available to all eligible students. Needy students borrow first from the subsidized Stafford/Ford Loan (interest deferred). Students categorized as "no need" borrow through the unsubsidized Stafford/Ford Loan (interest accrues while enrolled). Annual limits are: \$2,625 for freshmen; \$3,500 for sophomores; \$5,500 for juniors and seniors; and \$8,500 for graduate students.

Students defined as independent by aid law may qualify to borrow both the subsidized and unsubsidized Stafford/Ford Loan amount each year. This allows the eligible independent student to borrow approximately twice as much as the dependent student.



The total combined Stafford/Ford Loan debt maximums are \$23,000 for dependent undergraduates and \$46,000 for independent undergraduates. The graduate maximum of \$138,000 includes loans received as an undergraduate.

Postbaccalaureate students or those pursuing a second bachelor's degree are limited to borrowing the appropriate undergraduate amount.

The interest rate is variable, not to exceed 8.25 percent. Loan processing fees of 1.5 percent are deducted from each loan disbursement. Repayment begins six months after the student graduates, leaves school, or drops below 6 credits.

*Federal Direct PLUS Loans* are available to parents of dependent undergraduate students. No family income restrictions are attached to this auxiliary loan program. A credit check is required. The interest rate is variable, not to exceed 9 percent. Loan processing fees of 2.5 percent are deducted from each loan disbursement. Parents may borrow up to the cost of attendance minus other aid. These loans may be used to offset expected contributions by the parent.

## Employment

The *Federal Work-Study Program* provides federally subsidized part-time employment for students with analyzed financial need. Job hours are coordinated with the student's class schedule. Positions are available in campus departments and off-campus nonprofit agencies. The program encourages community service work.

The *Student Employment Office* helps students find other, non-work-study jobs on campus and in the community for part-time employment.

## Scholarships, Awards, Grants, and Gifts

Last academic year, SOU students received more than \$5 million through SOU sources or other public and private scholarship donors. Students should contact the Financial Aid Office or visit [www.sou.edu/finaid](http://www.sou.edu/finaid) for more information about scholarships.

**Scholarships.** Southern Oregon University offers a number of scholarships ranging from \$100 to full tuition/fees. Many scholarships are awarded to students already attending the University. However, approximately 200 freshman scholarships are available, including the SOU Diversity, Presidential, Laurels, Incentive, Smullin, Robert W. and Betty F. Root, and Ruth Kneass Memorial Scholarships.

Many scholarships are awarded on the basis of academic achievement, while others are based on need or community service. Applicants must file the FAFSA to be considered for need-based scholarships.

SOU scholarships can be applied for via the SOU online scholarship application form. Consult [www.sou.edu/finaid](http://www.sou.edu/finaid) for the scholarship application and information. Applicants will be considered for every scholarship for which they are eligible.

**Federal Pell Grants.** This award provides students with up to \$4,050 for each undergraduate year. Pell Grants are awarded to low-income families. Unlike loans, grants do not have to be paid back.

**Federal Supplemental Educational Opportunity Grant (SEOG).** These grants provide up to \$1,000 a year to undergraduate students with exceptional financial need who file early. Students must be Pell-eligible to receive SEOG consideration.

**Oregon Opportunity Grant (OOG).** The Oregon Student Assistance Commission considers undergraduate, full-time students who are Oregon residents for this grant. The OOG is based on financial need and is renewable annually for up to twelve terms, provided financial need and satisfactory progress continue. Early filing of the FAFSA is strongly advised.

**OUS Supplemental Tuition Grant.** Undergraduates who are Oregon residents are considered for the OUS Supplemental Tuition Grant. The student must be enrolled full time each term. The maximum award is \$1,200 a year.

# Affirmative Action Policies

## EQUAL EMPLOYMENT OPPORTUNITY

Southern Oregon University has been and will continue to be an equal opportunity employer that recruits, hires, trains, and promotes into all job levels the most qualified persons without regard to race, color, religion, gender, sexual orientation, marital status, disability, national origin, veteran status, or age. Similarly, SOU will continue to administer all other personnel matters (such as compensation, benefits, transfers, layoffs, University-sponsored training, educational benefits, and social and recreational programs) in accordance with the University's equal employment opportunity policy. It is SOU policy that illegal discrimination shall not exist in any activity or operation of the University.

## DISCRIMINATORY HARASSMENT

Within the basic philosophies, goals, and guidelines for Southern Oregon University, students and employees shall have the right to pursue educational, recreational, social, cultural, residential, employment, and professional activities in an atmosphere where the rights, dignity, and worth of every individual are respected. These rights are granted independent of an individual's race, color, national origin, religion, age, disability, marital status, veteran status, gender, or sexual orientation. Any harassing, threatening, or intimidating activity, or any practice by an employee or a student that abuses, endangers, jeopardizes personal safety, or interferes with official duties, class attendance, or educational pursuits of any person is prohibited. SOU is committed to free speech. Nothing in this policy is intended to limit constitutional protections of speech. Great care must be taken not to inhibit open discussion, debate, and expression of personal opinion and differences of opinion, particularly in the classroom. However, even when laws cannot compel us to do so, speaking responsibly requires us to be sensitive to the effects of hostile speech and to refrain from speaking in demeaning and harassing ways. As a community devoted to

scholarship and education, all members are encouraged to resolve disputes in an open, mature manner through discourse, mediation, and education, and to actively work to promote a campus climate and work environment that is open and welcomes all persons.

## DISABILITY ACCESSIBILITY

It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or the benefits of any service, program, or activity operated by the University. Each qualified person shall receive reasonable accommodations/modifications needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

## AFFIRMATIVE ACTION

Southern Oregon University is committed to the concepts and goals of affirmative action. This means actively and aggressively seeking the inclusion in the student population and in the job force of individuals historically underrepresented by making a positive and continuous effort in their recruitment, employment, retention, and promotion. SOU is committed to strengthening these values through its curriculum offerings. There are four groups of people who are classified as racial minorities for affirmative action purposes: Hispanics; Native Americans and Alaskan Natives; African Americans; and Asians and Pacific Islanders. Other groups, because they have suffered the effects of discrimination, are also the focus of affirmative action efforts: women, the disabled, people over forty, Vietnam-era veterans, and individuals with an alternative sexual orientation. The University is committed to actively removing any barriers that artificially limit the personal development of women and minorities, as defined above. Inquiries may be directed to Human Resource Services at 541-552-6511.

## ATHLETICS POLICY

The University is committed to providing equal athletic opportunity for members of both sexes. Equal opportunities include the following: accommodating the athletic interests and abilities of female as well as male students (including the selection of sports and levels of competition); equipment and supplies; scheduling; travel and per diem allowances; opportunities to receive coaching and academic tutoring; assignment and pay of coaches and tutors; locker rooms and other facilities; medical and training facilities, as well as services; publicity; recruitment; athletic scholarships; and other factors. The SOU Title IX compliance officer is the director of athletics. Title IX grievances shall be processed as outlined in OAR 573-35.



# Academic Services

## Academic Advising

ACCESS Center  
541-552-6213

Academic advising is available to all students attending Southern Oregon University. The mission of the SOU advising program is to provide each student with the information and advice necessary to complete a college program appropriate to his or her developing life and career objectives. The principal goals of the advising program include delivering accurate information about degree requirements, assisting students with choosing a major, and teaching students to monitor progress toward their degrees.

To help you succeed at SOU, we have devised an individual advising plan that requires at least one annual session with your advisor. Meeting with your advisor is one of the most important contacts in your academic career. Your advisor not only provides academic assistance, but also serves as a mentor and resource in your field of study.

Listed below are the things you need to do each year; they will require you to plan ahead. Annual academic plans must be prepared by and on file with your major department or you may be prevented from registering for classes as a junior or senior.

### TRANSFERS OR UNDECLARED MAJORS

New transfer students and all students who are undeclared majors without access to an advisor should make an appointment to see an academic advisor in the ACCESS Center. Stu-

dents entering in fall will be invited to receive their academic advising during one of four Early Registration programs held each summer. Students are advised on General Education requirements, choosing a major, BA/BS requirements, and how to register for classes.

If you have questions regarding General Education requirements, you are encouraged to see an advisor in the ACCESS Center. After you have selected a major, you will be advised by a faculty member within your major department.

All students have access to advising services at SOU's ACCESS Center.

### FRESHMAN STANDING (0–44 CREDITS)

The University Colloquium instructor provides advising for all freshmen required to complete CORE 101, 102, and 103. This yearlong sequence of courses focuses on writing, speaking, and clarifying educational goals.

The Colloquium instructor assists with the preparation of freshman and sophomore year plans, which serve as guides for course selection and overall academic planning.

### SOPHOMORE STANDING (45–89 CREDITS)

Sophomores with declared majors are assigned an advisor within their academic department.

*Sophomores must contact their major department to formally declare a major and request an advisor.*

Sophomores without a declared major continue to be advised and receive assistance in deciding on a major from their Freshman Colloquium instructor or at the ACCESS Center.

All sophomores must declare a major and complete a junior plan in their chosen department by the conclusion of their sophomore year. This plan and a declaration of major must be on file by the time students accumulate 90 credits, or future registration will be blocked.

### JUNIOR STANDING (90–134 CREDITS)

Upon reaching junior standing, students must have completed the following (or registration will be blocked):

- ▲ declared a major;
- ▲ secured a departmental advisor; and
- ▲ filed a junior plan through their major department.

### SENIOR STANDING (135+ CREDITS)

Upon reaching senior standing, students must have completed the following (or registration will be blocked):

- ▲ filed a senior plan through their major department; and
- ▲ filed an Application for Degree for graduation at least two terms prior to the term in which the student plans to complete degree requirements. Applications for Degree are available in the Registration Center.

## Academic Support

The goal of the University is to provide each student with the best possible opportunity for successful completion of a degree program.

Academic Support helps students develop the learning skills and study habits needed to succeed throughout their academic careers. Helping students understand their scholastic strengths and weaknesses and improving their academic performance, Academic Support offers *Jump Start! Recharge Your Study Skills* workshops, as well as individual sessions by appointment. The At-Risk Program offers academically at-risk students personal assistance in academic counseling and referral, study skill evaluation and teaching, and academic advising. Academic Support also coordinates mathematics tutoring and computerized mathematics placement testing.

## Career Development and Community Partnerships

ACCESS Center

541-552-6213

[www.sou.edu/careers](http://www.sou.edu/careers)

A variety of career assistance is available to current and prospective SOU students, parents of SOU students, and SOU alumni at the Career Services Web site. An interactive cyber-library provides guidance in selecting a major and career direction and recommends job links. Sign up on the career-info email group to get current job listings, career tips, and information about career events. Check out the Career Services calendar of events, and find out about job-search workshops, presentations on graduate school, Oregon employment, annual career fairs, and the annual resumé doctor clinic. Individual appointments are also available year-round for assistance with all areas of the career development process. Career Services encourages all students to use their available resources to help plan extracurricular activities, part-time jobs, internships, and jobs after graduation.

## Information Technology

Computing Services 119

541-552-6449

Information Technology (IT) includes campus Computing Services, Media Services, Telecommunications, technical support for Distance Learning, courseware systems, and Web support. In addition to providing enterprise-wide voice, data, and video services for students, faculty, and staff, IT supports instruction, scholarly activities, administrative services, and Web development throughout the campus.

Students have access to the campus network and a wide array of services and facilities that include twenty-eight labs and sixty technology-equipped classrooms across campus. In the labs, students have access to word processing, spreadsheet, and database software; presentation graphics; and curriculum-specific software. Students are provided with network storage for data files and a personal Web site. From labs, residence halls, or their homes, students may access the Internet, email, data files stored on the SOU network, and courseware systems. They may also pay bills, register for courses, and access grade information. Access to all computing facilities and services is free to registered students, who automatically receive accounts to access the SOU network, email, and other online campus Web services. On campus or in the residence halls, students use SOU's high-speed network. From home, for students who have not contracted for broadband Internet services, the SOU Dial-in System is available free of charge.

The largest computer lab on campus and one of the largest facilities of its kind in the Pacific Northwest, the main Computing Services lab houses more than 200 PC and Macintosh computers. Areas of the main lab are used for classes; however, a portion is available for general walk-in use seven days a week. The main computer lab is equipped with high-speed laser printers, as well as scanners and color printers that provide specialized input and output capabilities. Students pay a fee for printing and copying. Many campus information services are supported in part by the Student Technology Fee.

### Media Services

Computing Services 117A

541-552-6393

Media Services provides instructional support and equipment for classroom use. In addition, Media Services performs equipment installation and repair, audio setups, videotaping of lectures and special events, and instructional design and media graphics support for faculty. SOU faculty may arrange equipment checkout by students.

### Telecommunications Services

Computing Services Lab A204

541-552-6419

SOU's Telecommunications Services provides faculty, staff, and residence hall students with telephone and voice-mail services, as well as operator and directory assistance.

## International Programs

Stevenson Union

541-552-6336

intprogs@sou.edu

The International Programs Office coordinates and promotes international activities and involvement by students and faculty. There are many ways to add an international dimension to studies at the University. International activities include language and culture courses, study abroad programs and international internships, participation in the International Students Association, involvement in international forums, and a special campuswide international event each spring. With nearly 140 international students on campus, there are approximately forty countries represented in the student body. Returning study abroad students and internationally oriented faculty also enrich the University and contribute to a focus on global issues.

### Study Abroad and International Internships

Many students consider the time they spend studying or working abroad to be one of their richest college experiences. Opportunities range from short summer sessions to academic year-long programs. Study abroad and internship programs are easily arranged and enable students to live overseas while earning college credit at the University. For details, see page 159.

### International Student Program Advisor

Stevenson Union

541-552-6660

The international student advisor corresponds with prospective students about admission requirements, financial arrangements, housing, visa questions, and other topics. Once the students are on campus, the international student advisor connects them with an appropriate academic advisor and assists them with a successful transition to life at SOU. The international student advisor meets with students throughout the year as needed and helps coordinate social events and other activities. International students are encouraged to remain in close contact with the international student advisor during their enrollment at the University.

### Study Abroad Program Advisor

Stevenson Union

541-552-8334

The study abroad program advisor works with students who wish to study abroad or engage in an international internship. The advisor provides information about selecting the right program, admission requirements, financial arrangements, housing, and many other topics. The study abroad program advisor also works with students upon their return to process their transcripts and help them with any other issues that may arise.

## The Lenn and Dixie Hannon Library

Library Hours: 541-552-6856

Reference Services: 541-552-6442

Loan Services and Information: 541-552-6860

Hannon Library provides resources for students' instructional, research, recreational, and general information needs. SOU's well-trained and enthusiastic staff of librarians and paraprofessionals assist students with reference needs, electronic and Web information resources, interlibrary borrowing, and materials checkout. Librarians aid students in developing their research and evaluation skills, providing specialized instruction in library research in a wide range of classes. Subject specialist librarians also offer in-depth research and reference assistance in specific areas.

Hannon Library holds approximately 310,000 printed volumes in the general collection, with nearly 2,000 journal, serial, and newspaper subscriptions. The large federal and state government collections total nearly 290,000 items. Some 825,000 microforms provide additional materials, which range from popular magazines to historical materials of scholarly interest.

A growing collection of electronic information resources, including indexes, full-text databases, and a number of e-journals can be accessed from both inside and outside the library. Other electronic and multimedia resources include videotapes, library Web pages, music CDs, and DVDs. Special collections include the 7,500-volume Margery Bailey Collection of Shakespeare and English Renaissance materials, an extensive Native American studies collection, a collection on wine and wine-making, a local history collection covering the six counties of southern Oregon, and children's literature and art print collections.

The Southern Oregon Digital Archives (SODA) comprise more than 1,600 books that have been scanned and are available on the Web. This information is fully searchable and covers the southern Oregon ecoregion and regional Native American tribes.

Students may use Hannon Library's online catalog to find information about SOU collections or to link to Summit, a catalog of more than twenty-two million volumes held by twenty-six libraries in Oregon and Washington. The library's Information Technology Center (ITC) provides access to desktop computing software and electronic information, with expert staff to assist patrons with using these technologies for research, writing, and presentation.

The University recently completed an extensive expansion and renovation of Hannon Library that nearly doubled the size of the building to 123,000 square feet. The project upgraded the library's technological infrastructure and created a beautiful facility that is now the centerpiece of the campus. New spaces for materials, classrooms, studying, reading, meeting friends, and quiet contemplation invite students in, as does the coffee shop on the first floor.

# Academic Policies

## Academic Standards Policy

The Academic Standards Committee has discretionary authority to suspend, place on probation, or warn undergraduate students who are not achieving progress toward completion of their educational programs. Students are considered to be in good academic standing when the SOU cumulative grade point average (GPA) is 2.0 or higher. Students whose SOU cumulative GPA falls below 2.0 will be placed on one of the following academic warnings.

### Freshman Warning

Freshmen whose cumulative GPA has fallen below 2.0 are given an academic warning. This warning notifies students that they must earn a minimum cumulative 2.0 GPA within the next two quarters and thereafter. Failure to do so results in academic suspension. A freshman warning is sent in a letter to students following the end of the term. Students are asked to make an appointment with a faculty advisor for assistance in identifying sources of difficulty and determining the appropriate actions or services. Students receiving a freshman warning should not enroll for more than 14 credits.

### Academic Probation

Students with more than 45 credits whose cumulative GPA has fallen below 2.0 will be placed on academic probation. This status serves as a warning that they must achieve a minimum 2.0 cumulative GPA in the current quarter and thereafter. Failure to do so will result in academic suspension. However, if a student receives a 2.25 GPA in the current quarter, that student will not be suspended even if the cumulative GPA remains below 2.0.

Students placed on probation will receive a letter and grade report notifying them that they are on academic probation. When the new term begins, students must return the letter in person to the Office of the Registrar (Britt 230) to acknowledge that they are now on probation and to obtain a midterm academic report form. During the quarter, students must take the midterm form to each instructor to receive a progress report, as well as to their advisor to discuss their progress. Finally, students must return the midterm report form to the Registrar's Office prior to preregistration for the next term. Students who fail to follow this procedure will not be allowed to participate in preregistration; instead, they will have to wait until open registration to register for the next term. If students do not comply with this procedure and are subsequently placed on academic suspension, they will not be allowed to petition for early readmission and will have to stay out for a full year. Students on academic probation should not enroll for more than 14 credits.

### Suspension

Academic suspension means students are not allowed to enroll in courses for a period of one academic year, with the exception of summer school classes. To resume studies, students must petition the Academic Standards Committee

through the Office of the Registrar. The petition should include evidence of a change in the circumstances, attitudes, or goals that led to the initial suspension. In unusual cases or cases in which clear evidence of change is provided before the passage of a full year, the committee has the right to reduce the suspension period.

## Overload Limitations

The minimum number of credits for regular students is 12, and the maximum is 18; these totals include correspondence and extension courses.

These limits may be extended for undergraduate students under the following conditions: Students may take up to 21 credits, providing they received a 3.0 GPA during the preceding term or they have a 3.0 cumulative GPA. To enroll for more than 18 credits, students must obtain special approval from their academic advisor. During the eight-week summer term, students may take up to 15 credits.

## Application for Degree

Students planning to graduate are encouraged to apply for graduation at least two terms in advance of the term they plan to complete the degree requirements.

A \$70 fee is charged to all students applying to graduate from Southern Oregon University.

While a student may graduate at the close of any term, formal commencement exercises are held only at the end of spring term. Degrees and diplomas are not awarded until the student has fully met graduation requirements and fulfilled all financial obligations to the Institution.

*Commencement for Summer Graduates.* Students planning to complete degree requirements during Summer Session may participate in the June commencement ceremony, providing their degree application has been approved.

### GRADUATION HONORS

Students graduating with a cumulative GPA of 3.5 or higher are eligible to receive graduation honors. The honors are listed on students' transcripts and diplomas. Graduation honors are based on SOU GPA only. Honors are as follows:

Cum Laude: 3.50  
Magna Cum Laude: 3.75  
Summa Cum Laude: 3.90

## Catalog Option

Students must meet all degree requirements from one SOU catalog. The catalog may be chosen from the year students are first admitted and enrolled or from any subsequent year of enrollment. However, at the time of graduation, the catalog chosen may not be more than eight years old.

### REQUIREMENTS IN MAJOR

Students must meet all requirements for the major, including supportive coursework from the catalog chosen. However, departments that make significant changes in major requirements may establish alternative courses to meet those requirements.

## Classification of Students

### UNDERGRADUATE

*Freshman:* Has accumulated fewer than 44 credits applicable toward a scholastic objective at the time of the last enrollment.

*Sophomore:* Has accumulated at least 45 credits, but no more than 89 credits.

*Junior:* Has accumulated at least 90 credits, but no more than 134 credits.

*Senior:* Has accumulated at least 135 credits toward the scholastic objective, but has not yet been awarded the baccalaureate degree.

### GRADUATE

*Postbaccalaureate:* Pursuing a program not leading to a master's degree.

*Postbaccalaureate nongraduate:* 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.

*Grad-master:* Admitted to a master's degree program.

*Nonadmitted student:* An undergraduate or graduate student who is not admitted to SOU, not working toward a degree or certification, and not enrolled for more than 8 credits.

## Course Prerequisites Policy

Course prerequisites are designed to ensure that students registered for a course have the required minimum background for study of the course content. This background may be obtained through courses equivalent to the listed prerequisites or through other educational experiences. In such cases, students should consult the instructor. Instructors have the authority to admit into their courses students with backgrounds equivalent to the listed prerequisites.

## Minimum Class Size

Classes with fewer than ten students may be cancelled.

## Double Major

An undergraduate student may earn a double major if all of the requirements for the two majors are met. This includes General Education, school, and departmental requirements of the curricula represented by the majors.

Students seeking double majors should contact both departments and must secure written approval, which is to be placed in students' department files. Each department must approve requirements for its capstone, and students must communicate these requirements in writing to the collaborating department. A double major does not qualify students for a second baccalaureate degree unless they have earned the additional credits required.

## Grading System

The University uses letter grades and the four-point maximum grading scale. The grade of A is the highest possible grade. Plus (+) or minus (-) symbols are used to indicate grades that fall above or below the letter grades. For purposes



of calculating grade points and averages, the plus (+) is equal to the grade point +0.3 and the minus (-) to the grade point -0.3 (e.g., a grade of B+ is equivalent to 3.3, and B- is equivalent to 2.7). The following grades are used at SOU.

Grade	Grade Points
A	4.0 (Exceptional accomplishment)
A-	3.7
B+	3.3
B	3.0 (Superior)
B-	2.7
C+	2.3
C	2.0 (Average)
C-	1.7
D+	1.3
D	1.0 (Inferior)
D-	0.7
F	0.0 (Failure)

Other grades are:

**E:** Final exam not taken. The E is assigned when a student fails to take a final examination. Unless the grade is changed by the instructor, it automatically changes to an F at the end of the next regular term.

**I:** Incomplete. When the quality of work is satisfactory but the course has not been completed for reasons acceptable to the instructor, a report of I is made. The student has a maximum of one calendar year to complete the course requirements. An I grade automatically changes to an F after twelve months.

**P:** Pass (equal to C- or above).

**NP:** No pass.

**W:** Withdrawn. Appears on the grading register when the student formally withdraws from school

during the first four weeks of the term and is not responsible for a grade.

**WP:** Withdrawn passing. Assigned if the student withdraws after the fourth week and by Monday of the week prior to finals, and if the quality of work is sufficient to warrant a grade of D- or higher.

**WF:** Withdrawn failing. Assigned if the student withdraws after the fourth week and by Monday of Dead Week, and if the quality of work warrants a failing grade. A WF is not counted when determining grade point average.

**X:** No basis for grade. May be used if the student has not come to class for a long time (e.g., only took the first exam), but is still on the roster at the end of the quarter.

### Grade Point Average

Grade point average (GPA) is computed by dividing grade points earned by the number of credits attempted. Grades of E, I, P, NP, W, WP, WF, and X do not carry grade points, and the credits are not calculated into the GPA. Credits attempted for F grades are calculated into the GPA. Only grades earned at SOU are used to calculate quarterly or cumulative GPAs. The following example illustrates computation of the GPA:

Course	Credits	Grade	Grade Points
Wr 122	4	A	16.0
Bi 103	4	C-	6.8
Soc 204	4	B+	13.2
Mth 112	4	B	12.0
PE 180	1	P	0.0

Credits with grade points (16) divided into total grade points earned (48) = GPA (3.0). Total credits earned = 17.

### Repeating a Course

Students who fail to perform satisfactory work are required to repeat the course if credit is desired. When a course is repeated, the most recent grade is used for computing the cumulative GPA, regardless of earlier grades.

### Pass/No Pass Grades

1. A student is permitted to enroll in one course a term that is graded Pass/No Pass (P/NP). A course is a subject or an instructional subdivision of a subject offered during a single term.

The definition of one course (as stated in the catalog) may include two courses normally taken concurrently to produce an integrated treatment of the subject, such as a lecture course on principles coordinated with a laboratory course on applications. A specific example is Ch 201 with Ch 204. Such pairs are considered for P/NP grading only when taken concurrently.

Departments indicate whether the course is available for the P/NP option in the class schedule.

2. Students have until Friday of the seventh week of the term to declare a P/NP option or to change to the A-F grading method.
3. The criteria for a P are the same as those for earning at least a C- grade in the course.
4. Instructors submit conventional grades for all students; the registrar is responsible for converting these grades to P or NP when applicable.

5. P or NP is entered on the student's transcript, and the credits successfully completed count toward graduation. Credits recorded as P/NP are not, however, included in the computation of the grade point average.
6. A maximum of twelve courses taken at Southern Oregon University on the P/NP option may be applied toward requirements in a total undergraduate program. Not more than three courses may be taken P/NP in any one department or under any one prefix not in an organized department.
7. Courses required by the student's major department may be included in the P/NP option with prior approval of the major department. Each degree program publishes lists of such courses.
8. In addition to any other P/NP courses, students are permitted to enroll in one departmentally approved Activities course on a P/NP basis each academic term. Activities courses are broadly defined and include a variety of options, principally in journalism, music, physical education, speech, and theatre arts. Such courses are designated in the class schedule.
9. P/NP grading may not be used for graduate credit courses.
10. SOU courses offered *only* on a Pass/No Pass or Pass/Fail basis are not subject to the listed limitations.

### Auditing

A student may choose to take a class for audit with instructor permission. The student is not required to do any of the coursework and does not receive a grade. Classes are often audited if they are not needed for graduation and if the student is interested in learning the course material, but not in earning a grade. There is no fee reduction for auditing a class.

### Minors

A minor normally consists of 21 to 30 credits in a subject field outside the major. The minor typically includes 12 to 18 credits of upper division coursework, in addition to any lower division courses necessary as a foundation for the upper division part of the minor program.

The total requirements for a minor depend on the structure of the academic discipline, the prerequisites for required courses, and the student's starting level in the discipline.

Students contemplating a minor should carefully study the list of required courses and prerequisites and then consult an advisor in the academic unit with jurisdiction over the minor. This advisor must approve the program for the minor and completion of course requirements with a minimum 2.0 GPA.

A minor is not required for the subject matter degree programs. Students may elect to complete one or more minors during their course of study. Students list their minors on their applications for graduation and, after certification by the appropriate academic units, minors are entered on their transcripts.

Courses that are required for a major but are outside of the department granting the major (i.e., supporting courses) may count toward a minor, as well as toward the major requirements. Courses used for a minor may also be used to satisfy the General Education requirements.

Students must complete at least 9 credits of upper division coursework toward an optional minor while in residence at SOU.

### Reserved Graduate Credit

Students within 9 credits of completing an SOU bachelor's degree at SOU may, with the consent of the school dean, enroll in approved courses for graduate credit. These students must carry a 3.0 GPA cumulatively and in the major.

This graduate credit may not be counted toward a bachelor's degree, but it may become part of an advanced degree program after the student completes the baccalaureate degree requirements (when approved by the department and school). Reserved graduate credit is limited to a total of 12 credits earned over a period of not more than three terms of enrollment. Application forms for reserved graduate credit are available in the Registrar's Office.

### Residence Requirements

For the baccalaureate degree, students are required to complete 45 of the last 60 credits at SOU, with the last term completed on the SOU campus. These two requirements are waived for students enrolled in selected preprofessional programs. Consult individual preprofessional advisors to determine if a particular program is approved for this waiver.

Credits earned by extension work or awarded through prior learning are not eligible for residence credit.

Students must complete at least 15 credits of upper division coursework toward the major while in residence at SOU. They must complete at least 9 credits of upper division coursework toward an optional minor while in residence at Southern Oregon University.

### Second Bachelor's Degree

Students may be granted a second bachelor's degree, concurrently or consecutively, provided they meet the requirements for both degrees and complete an additional 36 undergraduate credits on campus (45 credits are required if the first degree was not granted by SOU).

If the first bachelor's degree is from an accredited institution, as determined by SOU Admissions, the General Education requirements for the second bachelor's degree are waived.

Students interested in a second major should refer to the catalog section *Double Major* on page 16. A double major does not qualify students for a second baccalaureate degree unless they have achieved the additional credits required.

## Veterans

### Procedures and Policies

The veterans clerk certifies students in attendance at Southern Oregon University who are eligible for VA benefits. All students—whether new, returning, or transfer—who expect to receive benefits from the Veterans Administration must notify the veterans clerk in the Registrar's Office.

In addition to the Ashland campus, SOU's Medford Campus is an approved site for eligible students.

Procedures and policies for veterans and other persons receiving federal Veterans Administration educational benefits at SOU are defined as follows:

1. SOU is capable of and responsible for reporting that eligible students are enrolled at Southern Oregon University and pursuing an approved program of education.
2. VA benefits are paid according to the number of course credits specifically required for the student's major:

Status	Undergraduate	Graduate
Full time	12	9
3/4 time	9–11	7–8
1/2 time	6–8	5–6
Less than 1/2	4–5	3–4
Less than 1/4	1–3	1–2

These requirements are for fall, winter, and spring terms. For summer certification, students must check with the veterans clerk concerning required credits.

3. Students must adhere to the Academic Standards Policy of the University. Students will be terminated for VA purposes if academically suspended.
4. Students are permitted to take any deficiency course once. Those finding it necessary to repeat deficiency courses more than once are required to obtain the recommendation of their academic advisors and the approval of the veterans clerk. Deficiency courses include Math 60, 65, and 95.
5. SOU notifies the Veterans Administration within thirty days of any change in status or failure to meet satisfactory progress.
6. The student is responsible for notifying the veterans clerk of any of the following:
  - a) intent of attendance for the coming year;
  - b) change of school or major;
  - c) adds or drops;
  - d) withdrawals from courses or from the University; and
  - e) any change of address.
7. A copy of the above information is distributed to a new eligible student after the student initially contacts the veterans clerk.

# Degree Programs and Requirements

Academic Affairs

Churchill 130

541-552-6213 (Academic Advising)

541-552-6114 (Academic Affairs)

## Arts and Sciences Programs

At SOU, the arts and sciences are centered in three schools: Arts and Letters; Sciences; and Social Science and Health & Physical Education. Two types of degree programs are available. For subject matter degrees, the major field of study is concentrated within one academic department. In the case of interdisciplinary degrees, the major work is drawn from two or more fields of study from different departments (see page 143). See the back cover for a complete listing of these degree programs.

## Professional Programs

SOU professional programs are centered in three schools: Business, Education, and Social Science and Health & Physical Education. The professional degree programs emphasize in-depth coursework within these schools and also draw upon the arts and sciences programs for supporting coursework and a strong General Education component. A wide variety of emphases is available within the professional programs. Please refer to the back cover of this catalog and to the appropriate academic section.

## Program Planning

Students should consider the following when planning a degree program:

1. *Core Curriculum.* The SOU core curriculum has three parts: a) General Education requirements, b) special requirements for the bachelor of arts (BA) or bachelor of science (BS) degree, and c) upper division writing and capstone experience requirements in each major. The General Education requirements are related to specific writing, speech, and quantitative skills set in the context of critical thinking. These requirements are met by the University Colloquium or equivalent and by selecting approved Explorations sequences, Quantitative Reasoning courses, and Synthesis courses. The General Education requirements include approximately 9 credits of coursework, the equivalent of about one year of full-time college work. The special requirements for the BA or BS degree are listed under *BA/BS Requirements* on page 22. The upper division requirements for writing, research, and the capstone experience vary according to the major (see the appropriate section in the catalog for a particular major).
2. *Academic Progress.* Students planning to complete the bachelor's degree in four years should take at least 15 to 16 credits a term each year.
3. *Class Schedule.* Provided by the Registrar's Office, the class schedule lists the classes

available each quarter. Before preregistering, students should check the closed class list posted in the Office of the Registrar or Academic Advising to be sure their desired classes are available.

4. *Course Content.* For specific course information, consult the course description in this catalog or request a syllabus from the department or instructor offering the course. Texts for a course may be reviewed in the University Bookstore.
5. *Special Course Scheduling Considerations.* Many language and science course sequences begin fall quarter and cannot be entered midyear. Some courses have laboratory work that must be taken concurrently with the lecture component of the course. Students intending a major with a science specialty should consult departmental advisors early on about supporting coursework requirements in mathematics and science.
6. *Approval of Registration.* Students with a declared premajor or major must obtain approval of the proposed schedule from their advisor before registration. Undeclared students and students majoring in interdisciplinary studies must obtain this registration approval from the Academic Advising Office in Stevenson Union 134.

## Placement Exams

The appropriate SOU placement level is determined by placement exams in foreign languages and mathematics. For more information on these exams, see page 104 for mathematics. Contact the Foreign Languages and Literatures Department for foreign languages.

## Baccalaureate Degree Requirements

1. Minimum term credits: 180.
2. Completion of the core curriculum requirements. See the following section, *Core Curriculum Requirements*.
3. Work in upper division courses: Minimum of 60 credits.
4. Satisfaction of the departmental requirements for a major. This must be certified by the department chair.
5. Work in residence: Minimum 45 credits of last 60; last 15 on campus.
6. Registration is blocked for any student who has completed 91 credits and does not have a declared major on file in the Registrar's Office.
7. Students completing a bachelor of arts or bachelor of science degree must complete the special requirements for these degrees. See *BA/BS Requirements* on page 22.
8. Grade Point Average: Minimum 2.0 in the major, minor, and overall. Some departments have a higher minimum GPA requirement for their majors and minors (see requirements for the major and minors in the departmental listing).

## 9. Restrictions:

- a) Courses numbered below 100 that are taken after fall term 1982 do not apply toward graduation requirements.

Note: Courses numbered 0–49 taken prior to fall term 1982 are not applicable toward graduation requirements; 50–99 are applicable toward graduation as electives only.

- b) Open course numbers limitation:

- (i) 199, 299, 399, 401, 403, 405, and 407 courses are limited to 45 credits in the overall program.

- (ii) 409 practicum courses are limited to 15 credits a prefix (e.g., Wr, Span, Anth), and 30 credits for the overall program.

- (iii) Courses that were taken as open-numbered courses but subsequently became regularly scheduled (non-open-numbered) courses should not be counted in the credit limits on open-numbered courses.

- c) Correspondence study: Maximum 24 credits.

- d) Extension study: Maximum 60 credits (including the above).

- e) Prior learning experience: Maximum 90 credits approved.

## Core Curriculum Requirements

The faculty has developed a core curriculum that must be completed by all baccalaureate students regardless of the major or type of baccalaureate degree. This curriculum is designed to give each student the skills, knowledge, and understanding necessary to become a responsible and productive citizen of an increasingly international community. The core curriculum includes two sets of requirements: General Education requirements and components in the major.

## General Education Requirements

The University's General Education requirements are designed to provide undergraduates with effective critical thinking, communication, and research skills. These requirements develop in students an awareness of the connections and relationships among the social, artistic, cultural, and scientific traditions of human endeavor. The desired outcome of the General Education program is a person who is capable of resolving complex issues with intelligence, compassion, and understanding.

The General Education program includes both lower and upper division requirements. The lower division requirements include the University Colloquium and various Explorations sequences. The upper division requirements include three Synthesis and Applications courses.

## Outline of the General Education Curriculum

### Lower Division

University Colloquium	
(Core 101, 102, 103) .....	12
(Complete with a grade of C- or better)	
Quantitative Reasoning* .....	4-8



*Explorations Sequences*

Arts and Letters .....	8-credit minimum
Natural Sciences .....	8-credit minimum
Social Sciences .....	8-credit minimum

\*The Quantitative Reasoning requirement may be satisfied by completion of either a standalone course or an Explorations sequence designed to incorporate the learning objectives of the Quantitative Reasoning requirement.

**Upper Division***Synthesis and Applications Courses*

Arts and Letters .....	3-4
Natural Sciences .....	3-4
Social Sciences .....	3-4
Total credits* .....	49-56

\*Total credits are at least 49, but are likely to range between 49 and 56.

For the most recent listing of courses and sequences in the General Education program, see the latest class schedule or the SOU Web site.

**General Education Policies**

Courses in the major or minor may be used to meet General Education requirements. General Education courses may be used to satisfy the requirements of the major or minor at the discretion of the relevant department or program.

**Courses Approved for General Education****Writing and Oral Communication**

University Colloquium (Core 101, 102, 103) .....	12
Complete with a grade of C- or better	

**Quantitative Reasoning**

Precalculus II: Elementary Functions (Mth 112) .....	4
Elementary Linear Mathematics (Mth 158) .....	4
Fundamentals of Elementary Mathematics I (Mth 211)* .....	4
and Fundamentals of Elementary Mathematics II (Mth 212)* .....	4
Elementary Statistics (Mth 243) .....	4
Calculus I (Mth 251) .....	4
Exploratory Data Analysis (Ec 232) .....	4

\*Both Mth 211 and 212 must be taken to satisfy the Quantitative Reasoning requirement.

**Explorations Sequence**

Note: You must take 8 credits of a paired Explorations sequence in each of the following areas: Arts and Letters, Natural Science, and Social Science. See *Course Prerequisites Policy* on page 16.

**ARTS AND LETTERS**

Introduction to Cultural Studies: Classic Texts and Contemporary Dynamics (AL 215) .....	4
Introduction to Cultural Studies: Classic Texts and Contemporary Dynamics (AL 216) .....	4
History of Art (Arth 201) .....	4
History of Art (Arth 202) .....	4
Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Academic English for ESOL Students (Eng 101) .....	4
Academic English for ESOL Students (Eng 102) .....	4
Introduction to Literature (Eng 104) .....	4
Introduction to Literature (Eng 105) .....	4
World Literature (Eng 107) .....	4
World Literature (Eng 108) .....	4
Native American Myth and Culture (Eng 239) .....	4
Native American Narratives, Fiction, and Poetry (Eng 240) .....	4

Intermediate French Language and Culture (Fr 202) .....	4
Intermediate French Language and Culture (Fr 203) .....	4
Intermediate German Language and Culture (GL 202) .....	4
Intermediate German Language and Culture (GL 203) .....	4
Seminar: The Ancient World* (Ho 291) .....	4
Seminar: The Rise of the Individual— Renaissance and Enlightenment Periods* (Ho 292) .....	4
Seminar: The Ancient World* (Ho 291) .....	4
Seminar: The Modern World* (Ho 293) .....	4
Seminar: The Rise of the Individual— Renaissance and Enlightenment Periods* (Ho 292) .....	4
Seminar: The Modern World* (Ho 293) .....	4
Intermediate Spanish Language and Culture (Span 202) .....	4
Intermediate Spanish Language and Culture (Span 203) .....	4
Music of Western Culture (Mus 201) .....	4
Music of Nonwestern Culture (Mus 202) .....	4
Music of Western Culture (Mus 201) .....	4
American Jazz (Mus 203) .....	4
Music of Nonwestern Culture (Mus 202) .....	4
American Jazz (Mus 203) .....	4
Introduction to Philosophy (Phl 201) .....	4
Ethics: Moral Issues (Phl 205) .....	4
Religion and the Human Experience (Rel 201) .....	4
Religion and the Human Experience (Rel 202) .....	4

\*The Honors sequences are approved for General Education for students who have been accepted into the Honors program.

**NATURAL SCIENCES**

General Biology: Cells (Bi 101) .....	4
General Biology: Organisms (Bi 102) .....	4
General Biology: Cells (Bi 101) .....	4
General Biology: Populations (Bi 103) .....	4
Principles of Biology: Molecules, Cells, and Genes (Bi 211) .....	4
Principles of Biology: Evolution and Diversity (Bi 212) .....	4
Fundamentals of Chemistry (Ch 100) .....	4
Environmental Chemistry (Ch 101) .....	4
Survey of Chemistry (Ch 104) .....	4
Survey of Chemistry (Ch 105) .....	4
General Chemistry / Lab (Ch 201 / 204) .....	3/1
General Chemistry / Lab (Ch 202 / 205) .....	3/1
Physical Environment I (ES 111) .....	4
Physical Environment II (ES 112) .....	4
Physical Geology I (G 101) .....	4
Physical Geology II (G 102) .....	4
Fundamentals of Physics / Lab (Ph 100 / 104) .....	3/1
Astronomy: The Solar System / Workshop (Ph 112 / 114) .....	3/1
Fundamentals of Physics / Lab (Ph 100 / 104) .....	3/1
Astronomy: The Stars / Workshop (Ph 113 / 115) ..	3/1
Astronomy: The Solar System / Workshop (Ph 112 / 114) .....	3/1
Astronomy: The Stars / Workshop (Ph 113 / 115) ..	3/1
General Physics I / Lab (Ph 201 / 224) .....	3/1
General Physics II / Lab (Ph 202 / 225) .....	3/1

**SOCIAL SCIENCES**

Business, Government, and Society (BA 110 / PS 111) .....	4
America and Globalization (PS 110) .....	4
American Criminal Justice System (CCJ 230) .....	4
Introduction to Criminology (CCJ 231) .....	4
Principles of Microeconomics (Ec 201) .....	4
Principles of Macroeconomics (Ec 202) .....	4
Introduction to Geography: The Rogue Valley (Geog 101) .....	4
Introduction to Human Geography (Geog 107) .....	4
Introduction to Geography: The Rogue Valley (Geog 101) .....	4
Global Land and Livelihoods (Geog 108) .....	4
Introduction to Human Geography (Geog 107) .....	4
Global Land and Livelihoods (Geog 108) .....	4
World Civilizations (Hst 110) .....	4
World Civilizations (Hst 111) .....	4
World Civilizations (Hst 111) .....	4
World Civilizations (Hst 112) .....	4
American History and Life (Hst 250) .....	4
American History and Life (Hst 251) .....	4
Power and Politics (PS 201) .....	4
Authority and Law (PS 202) .....	4
General Psychology (Psy 201) .....	4
General Psychology (Psy 202) .....	4
Physical Anthropology and Archaeology: Perspectives on Humanity's Past (Anth 211) .....	4
Cultural Anthropology: Perspectives on Humanity (Anth 213) .....	4
Cultural Anthropology: Perspectives on Humanity (Anth 213) .....	4
Women in Society (WS 201) .....	4
The Sociological Imagination (Soc 204) .....	4
American Society (Soc 205) .....	4
The Sociological Imagination (Soc 204) .....	4
Cultural Anthropology: Perspectives on Humanity (Anth 213) .....	4
The Sociological Imagination (Soc 204) .....	4
Women in Society (WS 201) .....	4
Health and Society I (HE 250) .....	4
Health and Society II (HE 275) .....	4

**Synthesis and Applications**

Synthesis and Applications courses bring together students from diverse majors to interact and share multidisciplinary perspectives. These focused synthesis courses address complex interdisciplinary topics.

**ARTS AND LETTERS**

(3-4 credits)

History and Theories of Cultural Studies (AL 301) .....	4
Art and Music of the Twentieth Century to Present (Arth 311) .....	4
Art, Culture, and Technological Change (Arth 330) .....	4
Art, Culture, and Politics (Arth 344) .....	4
Class, Culture, and Feminism in Victorian and Edwardian England (Eng 341) .....	4
British Women Writers (Eng 367) .....	4
Women Writers in the U.S. (Eng 368) .....	4
Teaching Global Perspectives Through Children's Literature (Eng 398)* .....	4

French Culture, Composition, and Conversation (Fr 314) .....	4	Special Studies: Native North America (Anth 334) .....	4
French Culture, Composition, and Conversation (Fr 315) .....	4	Computer Forensics (CCJ 346)* .....	4
French Culture, Composition, and Conversation (Fr 316) .....	4	Gender Issues in Economics (Ec 340) .....	4
German Culture, Composition, and Conversation (GL 301) .....	4	Teaching Global Perspectives Through Children's Literature (Ed 398)† .....	4
German Culture, Composition, and Conversation (GL 302) .....	4	Urban Environments (Geog 350) .....	4
German Culture, Composition, and Conversation (GL 303) .....	4	Population, Development, and the Environment (Geog 360) .....	4
Topics in French Film (Fr 350/Flm 350) .....	4	The Politics of Mass Media (PS 310) .....	4
Art and Music of the Twentieth Century to Present (Mus 311) .....	4	Law, Science, and the Environment (PS 340) .....	4
Electronic and Computer Music (Mus 355) .....	3	Human Behavior and Film (Psy 313) .....	4
Digital Tools for Interdisciplinary Synthesis: Music as Metaphor (Mus 358) .....	3	Poverty, Family, and Policy (Soc 304) .....	4
History of Music (Mus 360) .....	3	Global Culture and Media (Soc 333) .....	4
History of Music (Mus 361) .....	3	People and Forests (Soc 350) .....	4
History of Music (Mus 362) .....	3	International Women's Movements (WS 301)† .....	4
Information Technology: Legal and Ethical Issues (Phl 310)† .....	4	Contemporary U.S. Women's Movements (WS 302)† .....	4
History and Philosophy of Science (Phl 339)† .....	4		
Death and Dying: Multidimensional Explorations (Phl 340) .....	4		
International Women's Movements (WS 301)* .....	4		
Contemporary U.S. Women's Movements (WS 302)* .....	4		

\*Choose either the Arts and Letters or Social Science credit, but not both.

†Choose either the Arts and Letters or Natural Science credit, but not both.

#### NATURAL SCIENCES (3–4 credits)

Introduction to Complex Systems (Bi 381) .....	4
Biology and Society (Bi 382) .....	3
Science and Advocacy in Environmental Policy Debates (Bi 383) .....	3
Ethnobotany and Cross-Cultural Communication (Bi 384) .....	3
Women in Science (Bi 385) .....	3
Forensic Science (Ch 300) .....	3
Information Technology: Legal and Ethical Issues (CS 310)* .....	4
Computer Forensics (CS 346)† .....	4
Metals and Civilization (G 330) .....	3
Oceanography (G 353/Sc 353) .....	3
Environmental Geology (G 360) .....	4
Energy and the Environment (Ph 308) .....	3
Acoustics, Sound, and Music (Ph 313) .....	3
Light, Vision, and Optical Phenomena (Ph 314) .....	3
Cosmology (Ph 315) .....	3
History and Philosophy of Science (Sc 339)* .....	4
History and Philosophy of the Environmental Movement (Sc 345) .....	3

\*Choose either the Arts and Letters or Natural Science credit, but not both.

†Choose either the Natural Science or Social Science credit, but not both.

#### SOCIAL SCIENCES (3–4 credits)

Business, Government, and Nonprofits (BA 320/PS 321) .....	4
American Culture (Anth 310) .....	4
Pacific Cultures (Anth 317) .....	4
Cultures of the World (Anth 319) .....	4

Special Studies: Native North America (Anth 334) .....	4
Computer Forensics (CCJ 346)* .....	4
Gender Issues in Economics (Ec 340) .....	4
Teaching Global Perspectives Through Children's Literature (Ed 398)† .....	4
Urban Environments (Geog 350) .....	4
Population, Development, and the Environment (Geog 360) .....	4
The Politics of Mass Media (PS 310) .....	4
Law, Science, and the Environment (PS 340) .....	4
Human Behavior and Film (Psy 313) .....	4
Poverty, Family, and Policy (Soc 304) .....	4
Global Culture and Media (Soc 333) .....	4
People and Forests (Soc 350) .....	4
International Women's Movements (WS 301)† .....	4
Contemporary U.S. Women's Movements (WS 302)† .....	4

\*Choose either the Natural Sciences or Social Science credit, but not both.

†Choose either the Arts and Letters or the Social Science credit, but not both.

### University Colloquium

Central 008

541-552-8160

Tonette Long, Interim Director

The University Colloquium is required for entering students who do not have the equivalent of Wr 121 and 122.\* The Colloquium (Core 101, 102, 103) is a yearlong course. This component of the General Education curriculum combines speaking, writing, and critical thinking and is designed for all newly admitted first-year students.

Students and faculty form a cohort and remain together for the entire year. The instructor serves as the first-year faculty advisor for students who have not chosen a major. Students are asked to register for a time slot that, under normal circumstances, will remain their meeting time for the entire year. All Colloquium students read many of the same materials across sections, attend events with other student cohorts, and are encouraged to carry on class discussions and activities outside of the individual cohorts. Students, however, experience the course in a variety of ways due to inevitable differences among sections.

In Colloquium, students build the academic skills required for successful performance in college. Through a structured sequence of experiences, students progress beyond unsupported assertion to reasoned argumentation and dialogue. Critical writing and speaking and small group communication also are emphasized.

In comparing the SOU Colloquium experience with traditional communication and writing courses, the following guidelines may be useful: (1) successful completion of Core 101 with a C- or better is equivalent to 3 credits of introductory writing and 1 credit of communication; (2) successful completion of Core 102 with a C- or better is equivalent to 3 credits of introductory writing and 1 credit communication; (3) successful completion of Core 103 with a C- or better is equivalent to 3 credits of introductory writing and 1 credit of communication. Only upon completion of the whole sequence do students receive the equivalent of 12 credits in

writing and communication. The communication credit is equivalent to Comm 210 at SOU.

The University Colloquium does not divide the academic instruction in speaking and writing into modes. Instead, students focus on speaking and writing in terms of rhetorical purpose, with attention to audience, assertions, and reasons. Traditional modes, such as narration, exposition, and argument, are presented as means of achieving the overall purpose of writing or speaking. Students focus on claim, support, and audience during term one, complete a substantive research project in term two, and practice argumentation in writing and speaking in term three.

\*The University Colloquium administers the lower division Wr 121, 122, and 227 courses. In rare cases, students may need to complete their General Education written and oral communication requirement through Wr 122. Students should contact the Colloquium Office in Central 008 or call 541-552-8160.

#### LOWER DIVISION COURSES

##### Core 101, 102, 103 University Colloquium

4 credits each

Focuses on the skills students need to succeed in college. This yearlong course is a component of the General Education curriculum in critical reading, writing, speaking, and thinking. Under normal circumstances, students stay with their teacher and classmates in small sections for the entire sequence. General advising and a college success component are also important aspects of the course. Enrollment in the University Colloquium is required of all freshmen who have not completed the equivalent of both Wr 121 and 122. Successful completion of all three terms of the University Colloquium is equivalent to a full year of writing and a course in oral communication.

##### Core 101H, 102H, 103H University Colloquium Honors

4 credits each

Each year, a few sections are designated as Core 101H, 102H, and 103H. These sections often focus on a specific theme and are designed for students who desire an accelerated pace.

##### Core 101W, 102W, 103W Colloquium Assistance Program (CAP)

1 credit each

Designed for students who need further development of fundamental thinking and writing skills, this program is to be taken concurrently with the Colloquium. Students work closely with a peer tutor to improve specific skills needed for successful writing at the college level. P/NP only.

##### Core 209 Practicum

2 credits

Trains students to be one-on-one peer tutors in the Colloquium Assistance Program (CAP), located in the ACCESS Center. Acceptance into this peer mentoring practicum is contingent upon faculty recommendation, an application and interview, and successful completion of Core 101, 102, 103.

## UPPER DIVISION COURSES

**Core 409 Advanced Practicum**

4 credits

Provides opportunities for students to work in partnership with faculty in the Colloquium or Colloquium Assistance Program (CAP). Acceptance into this peer mentoring practicum is contingent upon faculty recommendation and successful completion of a training session. Students who have successfully completed Core 101, 102, 103 are especially invited. Prerequisite: Colloquium director consent.

**Writing Courses**

## LOWER DIVISION COURSES

**Wr 121 English Composition**

4 credits

Introduces students to close reading, developing thesis statements, and approaches to essay structure. Focuses on organization and effective expression of ideas and academic essays.

**Wr 122 English Composition**

4 credits

Continues the focus on close reading, organization and effective expression in academic essays begun in Writing 121, concentrating primarily on argumentation. Prerequisite: Wr 121.

**Wr 227 Technical Research Writing**

4 credits

Covers written composition. Introduces research techniques and writing, with emphasis on technical and scientific writing. Equivalent to Wr 123. Prerequisite: Successful completion of the General Education writing requirement.

**Components in the Major**

Each academic major leading to a bachelor's degree includes two upper division requirements for students completing that major.

**Writing and Research Component.** Demonstrate writing and research skills within the academic field of study chosen as a major. This upper division requirement is in addition to the writing requirement of General Education. It is met through coursework in the major that is designed to encourage the use of professional literature.

Students who have achieved the writing and research goals will be able to:

1. systematically identify, locate, and select information and professional literature in both print and electronic formats within the knowledge base of the specific discipline;
2. critically evaluate such materials;
3. use the materials in a way that demonstrates understanding and synthesis of the subject matter; and
4. develop cohesive research papers that use data and professional literature as evidence to support an argument or thesis following the style and conventions within the discipline of the major.

**Capstone Experience.** Complete a capstone experience designed to focus on and provide understanding of the major field of study. Each department specifies the manner in which its majors must meet these requirements. There is variation between fields of study. Please refer to the departmental listing of major requirements for details regarding the implementation of these requirements.

**Assessment**

SOU is committed to improving the quality of instruction by assessing student outcomes. The University determines the progress of the learning process by relating outcomes to clearly defined learning objectives. During their collegiate careers, students actively participate in the outcomes assessment process. Student participation contributes to curriculum design and the evolution of the learning community.

**BA/BS Requirements**

Undergraduate students completing a bachelor of arts or bachelor of science degree must satisfy the following requirements, as well as the other graduation requirements detailed earlier in this section.

**Bachelor of Arts Degree (BA)**

For this degree, students must:

1. Complete one year of study of a foreign language at the second-year level or above at Southern Oregon University or another accredited college or university; complete four years of study of a single foreign language at the high school level; or successfully complete a proficiency examination administered by the Foreign Languages and Literatures Department. The exam is offered registration week of fall quarter. See page 84 for further details.
2. Complete at least 48 credits in courses offered by the School of Arts and Letters. Note: Courses toward General Education, the academic major, minor, and the above requirement may be counted toward these 48 credits.

**Bachelor of Science Degree (BS)**

For this degree, students must:

1. Complete at least two courses (8 or more credits) in mathematics, computer science (CS), designated statistics courses, or designated logic courses. The following statistics and logic courses have been approved for this requirement:  
Applied Business Statistics (BA 282)  
Exploratory Data Analysis (Ec 232)  
Quantitative Methods (Ec 332)  
Quantitative Methods of  
Geography (Geog 386)  
Evaluation for Health and Physical  
Education (PE 412)  
Elementary Logic (Phl 203)  
Methods, Statistics, and  
Laboratory I (Psy 228)\*

Methods, Statistics, and  
Laboratory II (Psy 229)\*

Introduction to Social Research  
Methods (Soc 326)

Quantitative Data Analysis (Soc 327)

2. Complete at least 48 credits in courses offered by the Schools of Business; Sciences; and Social Science and Health & Physical Education. Note: SOU courses toward General Education, the academic major, a minor, and the above requirement may be counted toward these 48 credits.

Requirements for the BA and BS do not apply to students completing the Bachelor of Fine Arts degree (BFA).

\*Students must complete both Psy 228 and 229 to fulfill the requirement.

**Transfer Student Policies**

Students entering SOU with transfer credit from an accredited institution must meet one of the five Lower Division General Education Requirement Options listed below. Students with transfer credits from an unaccredited institution should see the section on *Credit from Unaccredited Institutions* on page 7. In addition, all students must complete three upper division synthesis General Education courses at SOU.

**Lower Division General Education****Requirement Options**

Students entering SOU with transfer credit will be assigned to one of the following options:

1. **Option 1.** Completion of SOU's lower division General Education requirements as stated in the guidelines listed below for evaluation of transfer credit.

**WRITING/ORAL COMMUNICATION  
(9–12 credits)**

- a. Wr 121, 122 (completed with a grade of C- or better) and a communication course equivalent to Interpersonal Communication (Comm 125), Public Speaking (Comm 210), Small Group Communication (Comm 225), or Advanced Public Speaking (Comm 310). Note: You must transfer in two of the three classes and then complete the requirement with whichever class you were missing,
- or
- b. Take Core 101, 102, 103 (and complete with a grade of C- or better).

**QUANTITATIVE REASONING  
(3–4 credits)**

- a. Transfer in one college-level mathematics course that has a prerequisite of at least intermediate algebra.
  - or
  - b. Complete a Quantitative Reasoning course from SOU's General Education list.
- Note: You must take the math placement test or transfer in a course that meets the prerequisite.



**EXPLORATIONS SEQUENCES**

Each Explorations sequence may be met in one of the following ways:

- a. Transfer in a two- to three-term lower division sequence in each of the areas of Arts and Letters, Sciences, and Social Science.

or

- b. Transfer in a portion of a sequence and take the appropriate conclusion course at SOU.

or

- c. Take an entire SOU Explorations sequence:

**Arts and Letters\***

(6–8 credits)

Art, Communication, English and Writing, Foreign Languages and Literatures, General Humanities, Music, Philosophy, Theatre Arts

**Science\***

(6–8 credits, including two courses with labs)

Biology, Chemistry, Earth Science, General Science, Geology, Physics

**Social Science\***

(6–8 credits)

Anthropology, Criminology and Criminal Justice, Economics, Geography, History, Political Science, Psychology, Sociology, General Social Science

Minimum total credits ..... 24

\*Some sequences (especially from community colleges) may total only 6 credits. Students with fewer than the required 24 credits may complete additional courses in any of the three areas to bring the total amount of required credits to 24.

Note: Courses used to meet these requirements may also be applied to major and minor requirements.

For the most recent list of courses and sequences in the General Education program, see the latest class schedule or the SOU Web site.

2. **Option 2.** Completion of an Associate of Arts-Oregon Transfer (AAOT) degree as certified by an Oregon community college.
3. **Option 3.** Completion of General Education requirements at an accredited four-year institution of higher education. Students must provide documentation from the institution stating that General Education requirements were met.
4. **Option 4.** Completion of Intersegmental General Education Transfer Curriculum (IGETC) for either the University of California or California State University requirements, as a California community college transfer student. Students must provide documentation stating this curriculum was completed.
5. **Option 5.** Completion of an Associate of Arts or Associate of Science degree from an accredited institution of higher education *and* the following requirements. Students who transfer with an associate's degree and have

finished *some of the requirements in any given area* will be permitted to finish the SOU area requirement as stated below. If a student transfers *without work in any given area*, the student must follow SOU's General Education requirements to satisfy the area. Courses must be three or more credits each.

- a. **Writing and Oral Communication.** Complete two Freshman Composition courses and one Oral Communication/Speech class with a grade of C- or better.
- b. **Quantitative Reasoning.** Complete one college-level mathematics course that is above intermediate algebra.
- c. **Arts and Letters.** Complete two General Education courses in the same department that do not include studio work.
- d. **Science.** Complete two General Education courses in the same department, including at least one course with a lab component.
- e. **Social Science.** Complete two General Education courses in the same department.
6. **Option 6.** Completion of the Oregon Transfer Module (OTM). For details, check with the SOU ACCESS Center.

### Upper Division General Education Requirements

**SYNTHESIS COURSES**

*All students* (in all options) must complete one upper division SOU Synthesis course in *each* of the following areas:

1. Arts and Letters (3–4 credits)
2. Science (3–4 credits)
3. Social Science (3–4 credits)

For the most recent list of upper division Synthesis courses in the General Education program, see the class schedule or the SOU Web site.

**Guidelines for Normal Progress**

The following serves as a guide for students and advisors to assess the rate at which students should complete General Education and major requirements.

1. At the completion of 48 credits of study applicable to a bachelor's degree, the student should have:
  - a) a 2.0 or better cumulative GPA; and
  - b) completed 12 credits of the Colloquium and at least 8 credits of lower division Explorations sequences.
2. At the completion of 91 credits of study applicable to a baccalaureate degree, the student should have:
  - a) a 2.0 or better cumulative GPA;
  - b) completed all 24 credits of the lower division Explorations sequences and a Quantitative Reasoning course or sequence; and
  - c) declared a major. Registration is blocked for any student who has not declared a major after the completion of 91 credits.

3. At the completion of 144 credits of study applicable to a bachelor's degree, the student should have:
  - a) obtained a 2.0 or better cumulative GPA;
  - b) completed at least one of the three upper division Synthesis and Applications courses;
  - c) completed at least half of the credits in the declared major; and
  - d) completed at least 30 credits of upper division coursework.

4. At the completion of 180 credits of study, the student should have completed all requirements for the baccalaureate degree.

**GUIDELINES FOR NORMAL PROGRESS NOTES**

1. Most baccalaureate degree programs at Southern Oregon University are designed to be completed in four academic years at an average academic load of 16 credits a quarter. Some students, however, pursue the degree at an average rate of fewer than 16 credits a quarter and complete the degree in a proportionately longer period of time. The guidelines above address the content of the program rather than the rate at which the student pursues the degree. Consequently, these guidelines are applicable to both full-time and part-time students.
2. The guidelines above are designed for a student whose total academic program is at Southern Oregon University. A transfer student's normal progress toward a degree should be evaluated on the basis of credits accepted for transfer to SOU by the Admissions Office plus credits completed at the University.
3. Some majors, particularly in the sciences and preprofessional programs, require a heavy academic load in the major and supporting areas during the first two years due to the sequential structure of the major program. Students in these majors may need to delay certain elements of the General Education program until their junior or senior year. These students and their advisors may need to modify items 1b, 2b, and 3b of these guidelines to accommodate the special needs of the major.

# Academic Programs

## Art

Art 117

541-552-6386

Cody Bustamante, Chair

Professors: Marlene Alt, Cody Bustamante,

Donald Kay, Greer Markle, Margaret Sjogren

Associate Professor: Miles Inada

Assistant Professors: Erika Leppmann,

Tracy Templeton

Instructors: Kim Boehler, Jennifer Longshore

Adjunct Faculty: Karen Finnegan

The Department of Art degree programs embrace interdisciplinary and culturally diverse approaches to the study of art, while maintaining the best traditions of the discipline. The Art Department's curriculum develops creativity and lifelong learning in our students, preparing them for careers and graduate degrees in the visual arts and related fields.

The Art Department offers courses in ceramics, digital art and design, drawing and mixed media, graphic design, painting, photography, printmaking, sculpture, art history, theory, and art education.

## Degrees

BA in Art (Studio Art or Art History options)

BS in Art (Studio Art option only)

BFA in Art (Studio Art option only)

## Minors

General Studio Art, Art History, and  
Photography

## Declaring a Major

Students interested in the art major must first complete a pre-major declaration form and meet with the department chair for initial advising and assignment of an advisor. Pre-majors must complete Art 115 and Arth 201, 202 with a cumulative 3.0 GPA in order to be admitted to full major status. Applications and appointments with the chair are made in the department office. Entering freshmen should take at least two art courses each quarter and plan to complete the lower division core curriculum by the end of the sophomore year. Sample programs are available in the Art Department. Registration is blocked for any student who has not declared a major after the completion of 90 credit hours or filed a junior plan (forms are available in the Art Department). It is ultimately the student's responsibility to make meaningful progress toward completion of a degree. Faculty advisors will assist students with achieving academic goals and assessing career options (read *Guidelines for Normal Progress* on page 23).

## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 22.
2. Complete the lower division requirements for a studio art option or art history option before taking upper division (300- and 400-level) courses. Lower division requirements provide students with the technical skills, visual literacy, and knowledge of historical and cultural perspectives basic to the study of art.
3. Choose a degree option (See the *BA/BS Degree in Art* and *BFA Degree in Art* sections below) in consultation with the faculty advisor(s) after completing the lower division requirements and beginning upper division coursework.
4. Satisfy the SOU writing and research requirement by completing Research and Writing about Art (Arth 301).
5. Fulfill a capstone component (see capstone requirements below).
6. Maintain a 3.0 GPA for all coursework in the major.

## Capstone

The required capstone is a culminating experience for all art majors. It consists of two parts: a portfolio/professional practices component (Art 494 for all art students) and an experiential component (Art 493 for BA/BS students; Art 403 and 409 for BFA students). The capstone professional practices component focuses on career-building aspects of an artist's life and related topics, including completion of a resumé and portfolio. For BA/BS students, the experiential component may include museum and gallery practica or internships; applied design projects; research projects in studio art and art history; student exhibitions; research projects connected with travel and study abroad; or community, public school, and campus projects in art education. Students must complete a written paper reflecting their capstone project. Art majors arrange the experiential component with their advisor no later than their last quarter of junior class standing. To fulfill the experiential component for the BFA, students produce a culminating exhibition of artwork and a written thesis during the final year of the program.

## BA/BS Degree in Art

The BA/BS in art allows students to combine interests in the liberal arts, sciences, or business with a mix of studio art and art history and University-wide electives. Students may select either the studio art or art history option. In addition to the general requirements for an art major listed above, students need to be familiar with the University requirements for a BA or BS degree (see page 19).

## BFA Degree in Art

The BFA in art is designed for those students who exhibit strong studio discipline and the desire to pursue studio research in greater depth. The degree requires an additional 24 credits of





studio work over the BA/BS degree and emphasizes concentration in at least one studio discipline, with additional studio work in a secondary area. Admission to the BFA program is selective. Interested students must submit an application and portfolio for acceptance into the BFA program after completing the lower division course requirements for the studio art option. BFA applications are held during fall and spring quarters only. Students should be prepared to allow two years to complete the BFA degree after acceptance to the program, with the last four quarters of study completed in residence at SOU. Prior to their senior year, students must successfully complete a mid-program review by the BFA Committee. Specific department requirements are listed below.

### Studio Art Option

#### LOWER DIVISION (BA/BS AND BFA)

(36 credits in art and 8 credits in non-art electives for 44 credits total)

Creative Foundations (Art 115).....	4
Drawing I (Art 133).....	4
History of Art (Arth 201, 202).....	8
Art Theory and Critical Issues (Art 260).....	4
Introduction to Studio Practices .....	16
Choose one course from each group plus one additional course.	
Group I: Ceramics I and Sculpture I	
Group II: Painting I and Printmaking I	
Group III: Digital Studio and Photography I	
Non-art electives .....	8

Select 8 credits of non-art electives from the following list; 4 credits must significantly address nonwestern cultural experiences. These courses are in addition to courses taken to fulfill the General Education requirements and may not be counted toward those requirements.

#### Non-Art Electives:

Introduction to Cultural Studies (AL 215, 216)	
Physical Anthropology and Archaeology: Perspectives on Humanity's Past (Anth 211)*	
Cultural Anthropology: Perspectives on Humanity (Anth 213)*	
Communication Across Cultures (Comm 200)*	
Media Across Cultures (Comm 201)*	
World Literature (Eng 107, 108)*	
Native American Myth and Culture (Eng 239)*	
Native American Narratives, Fiction, and Poetry (Eng 240)*	
Survey of World Regions (Geog 103)*	
Introduction to Human Geography (Geog 107)*	
Global Land and Livelihoods (Geog 108)*	
Seminar: The Ancient World (Ho 291)	
Seminar: The Rise of the Individual—Renaissance and Enlightenment Periods (Ho 292)	
Seminar: The Modern World (Ho 293)	
World Civilizations (Hst 110, 111, 112)*	
American History and Life (Hst 250, 251)	
International Scene (IS 250)*	
Music Fundamentals (Mus 100)	
Music of Western Culture (Mus 201)	
Music of Nonwestern Culture (Mus 202)*	
American Jazz (Mus 203)	
Introduction to Native American Studies (NAS 268)*	
Introduction to Intertribal Dance (NAS 270)*	
Introduction to Philosophy (Phl 201)	
Ethics: Moral Issues (Phl 205)	

America and Globalization (PS 110)	
Business, Government, and Society (PS 111)	
Power and Politics (PS 201)	
Authority and Law (PS 202)	
Politics and Film (PS 260)	
General Psychology (Psy 201, 202)	
Religion and the Human Experience (Rel 201, 202)*	
Introduction to Shakespeare Studies (ShS 236)	
The Sociological Imagination (Soc 204)	
American Society (Soc 205)	
Introduction to the Theatre: Drama in Production (TA 147)	
Women in Society: Introduction to Women's Studies (WS 201)	

\*Denotes nonwestern emphasis.

#### UPPER DIVISION (BA/BS)

(32 credits)

Junior year or after completion of lower division studio emphasis requirements:

Art history elective.....	4
Studio concentration (select three courses from one of the following areas: Ceramics, Digital Media, Sculpture, Painting and Drawing, Pho- tography, and Printmaking) .....	12
Studio electives (select three courses from any of the following areas: Ceramics, Digital Media, Sculpture, Painting and Drawing, Photography, and Printmaking) .....	12
Capstone Experience (Art 493).....	2
Professional Practices (Art 494).....	2
Total credits in the major.....	76

#### UPPER DIVISION (BFA)

(58 credits)

Junior year or after completion of lower division studio emphasis requirements:

Art history electives.....	8
First studio concentration (300 level) .....	12
Second studio concentration (300 level) .....	12
Mid-Program Review (scheduled upon admission to the BFA program)	
First studio concentration (400 level) .....	12
Second studio concentration (400 level) .....	8
Professional Practices (Art 494).....	2
Thesis (Art 403).....	3
Exhibit Practicum (Art 409) .....	1
Total credits in the major.....	102

Studio areas: Ceramics, Digital Media, Sculpture, Painting, Photography, and Printmaking.

#### Art History Option (BA only)

##### LOWER DIVISION

(24 credits in art and 8 credits in non-art electives for 32 credits total)

Creative Foundations (Art 115).....	4
Drawing I (Art 133).....	4
Art studio electives .....	8
History of Art (Arth 201, 202).....	8
Non-art electives .....	8

Select 8 credits of non-art electives from the list (see the *Non-Art Electives* list in the lower division studio art option section above); 4 credits must significantly address nonwestern cultural experiences. These courses are in addition to courses taken to fulfill the General Education requirements and may not be counted toward those requirements.

#### UPPER DIVISION

(44 credits)

Research and Writing about Art (Arth 301) .....	4
Art history electives at 300 and 400 levels.....	24
Support and related studies in the following ar- eas at the 300 and 400 levels:	
Anthropology, Film Studies, Literature, Music History, Philosophy, Sociology, Theatre History, and World History .....	12
Capstone Experience (Art 493).....	2
Professional Practices (Art 494).....	2
Total credits in the major.....	76

### Minors

#### General Studio Art

(28 credits)

History of Art (Arth 201 or 202) .....	4
Drawing I (Art 133).....	4
Creative Foundations (Art 115) or Sculpture I (Art 291).....	4
Lower division studio art electives .....	4-8
Upper division studio art electives (300-400 level) .....	12-16

#### Art History

(28 credits)

History of Art (Arth 201, 202).....	8
Art Theory and Critical Issues (Art 260).....	4
Upper division art history electives (300-400 level) .....	16

#### Photography

Instructor consent required. Note: Students who are transferring or challenging courses in photography must have a portfolio or show evidence of an appropriate level of ability.

(28 credits)

Photography I (Art 240) .....	4
Photography II (Art 340) .....	4
Color Photography (Art 342).....	4
Upper division art history elective .....	4
Choice of either Photography III (Art 341) or Photo Mixed Media (Art 343).....	4
Electives .....	8
Drawing I (Art 133).....	4
Creative Foundations (Art 115).....	4
Digital Studio (Art 250) .....	4
Cultural Anthropology: Perspectives on Humanity (Anth 213).....	4

### Teacher Licensing

Students who would like to teach art at the elementary, middle school, or high school level in Oregon public schools must complete a BA/BS or BFA degree in art before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Prerequisites for an Art Endorsement include lower division coursework in all six studio areas, as well as coursework specific to the field of art education. Practica, internships, and volunteer experiences working with children in the public schools or other art pro-



grams prior to application to the MAT program are required. An art education advising form is available in the Art Department.

## Interdisciplinary Studies

Students completing requirements for an interdisciplinary degree with a major in fine and performing arts may meet a portion of the major requirements with upper division courses in the field of art. See *Interdisciplinary Options* on page 143 for a complete description of the electives and requirements for this program.

## Art Courses

### LOWER DIVISION COURSES

#### Art 115 Creative Foundations

4 credits

Introduces students to three defined areas of course content: conceptual and formal framework, aesthetic viewpoint, and the artist experience. Includes lecture and discussion, studio work, reading, and film. Required for all freshman art majors. Offered fall quarter only.

#### Art 133 Drawing I

4 credits

Explores a variety of drawing strategies and critical skills as they apply to representing volume, light, and space in still-life, landscape, and figure drawing. Introduces basic drawing media and techniques, drawing from a live model, and the abstract and expressive aspects of drawing. Art 115 recommended.

#### Art 144 Introduction to Graphic Design

4 credits

Introduces nonmajors to the field of graphic design. Concentrates on the digital tools of desktop publishing and graphic design. Students learn the basics of a layout assembly program, vector-based drawing program, and image-editing program through the completion of six graphic design projects.

#### Art 145 Introduction to Web Design

4 credits

An introduction to the field of Web design. Concentrates on using the digital tools of Web publishing by learning the basics of Web-authoring software. Web design and navigation fundamentals are emphasized through the planning and completion of a Web site. Web projects may include site design for nonprofit organizations, small businesses, online job searches, and personal or professional portfolio development.

#### Art 199 Special Studies

Credits to be arranged

#### Art 210 Printmaking I

4 credits

Introduces an array of printmaking techniques, including intaglio (dry point and basic etching), relief (woodcut and linocut), and collagraph. All processes are nontoxic. Emphasizes the development of technical skills and personal statement. Readings and lectures explore the history of printmaking and its current applications. Art 115 or 133 recommended.

#### Art 236 Figure Sculpture I

4 credits

Beginning course using a human model as the subject for intensive observation of human anatomy. Employs full figure and head studies. Examines historical and contemporary uses of the figure in art.

#### Art 240 Photography I

4 credits

Beginning study of the possibilities for photographic expression, from the snapshot to the experimental. Technical instruction covers basic camera functions, natural and artificial lighting, film developing, and other information on the printing of black-and-white photographs using 35mm to 120mm film formats.

#### Art 250 Digital Studio

4 credits

Offers an in-depth examination of the technical and conceptual issues behind using the computer as an artistic tool. Designed to deepen students' conceptual and aesthetic sensibilities, the course emphasizes a creative, experimental approach to the computer. Students learn the fundamentals of image manipulation, digitization, file management, and printing by completing a series of creative projects. Art 115 recommended. Note: Art 250 is a prerequisite for all upper division digital courses offered by the Art Department. Corequisite: Art 250L.

#### Art 255 Ceramics I

4 credits

Beginning course in ceramics. Provides exposure to the design, construction, throwing, glazing, and firing of hand-built and wheel clay pieces. Exposes students to a wide variety of firing techniques, including low-fire electric, raku, and stoneware.

#### Art 260 Art Theory and Critical Issues

4 credits

Introduces some of the major art theories and critical issues influencing art and artists. Prerequisites: Art major and ArtH 201, 202.

#### Art 285 Beginning Watercolor Painting

4 credits

A beginning course in transparent watercolor painting, including basic methods and materials. Art 115 or 133 recommended.

#### Art 290 Painting I

4 credits

Introduces oil media, with an emphasis on the development of paint-handling skills, composition, and color as they apply to all painting media. Art 115 or 133 recommended.

#### Art 291 Sculpture I

4 credits

Beginning course in three-dimensional form. Uses basic materials and introduces elemental processes such as construction, carving, and casting. Also introduces the conceptual aspect of artmaking through problem-solving assignments that address traditional and nontraditional modes of expression.

### UPPER DIVISION COURSES

#### Art 304 Typography, Color, Design, and Drawing for Digital Media

4 credits

Reviews the theory and principles of digital typography and digital color. Introduces students to toolsets and fundamentals of drawing and designing with digital media. Assignments provide a foundation for digital work in graphic design, illustration, and animation. Prerequisite: Art 250.

#### Art 306 Digital Illustration

4 credits

Illustration and rendering using digitizing tablets and digital image editing programs such as Photoshop and Painter. Projects oriented to visual communication and storytelling through digital media. Assignments are completed in digital media. Exploration of contemporary illustrators and illustration styles. Art 304 and 332 recommended. Prerequisites: Art 133 and 250.

#### Art 310 Printmaking II

4 credits (maximum 12 credits)

Emphasizes the perfection of technical skills learned in Printmaking I. Examines advanced processes in the areas of intaglio and relief. Introduces monoprint, lithography, and photocopy transfer. Explores artistic intent more thoroughly. Reading and lectures introduce students to the international community of printmaking. Suggests research on national and international exhibitions and conferences. Prerequisite: Art 210.

#### Art 311 Photographic Printmaking

4 credits

An advanced specialty class incorporating etching with photographic applications through the use of nontoxic photo emulsion and digitally produced transparencies. Emphasizes combining hand-worked techniques with photo-etched imagery and the effective use of text and image. Some experience in photography and Photoshop recommended. Prerequisite: 4 credits of Art 310.

#### Art 327 Figurative Painting and Drawing

4 credits

Intermediate course in which students work from the live model. Students may use a variety of media. Emphasis is on exploring responses to the human figure in the studio environment. Prerequisites: Art 290 and 332.

#### Art 332 Drawing II

4 credits

Continues Drawing I. Emphasizes drawing as an expressive medium. Further develops conceptual and critical issues. Prerequisite: Art 133.

#### Art 333 Drawing III

4 credits

Intermediate drawing class with emphasis on individual exploration and expression. Examines color and mixed media, contemporary issues, and critical and conceptual development as they relate to drawing as an artistic medium. Prerequisites: Art 115 and 332.

**Art 336 Figure Sculpture II**

4 credits

Intermediate course using a human model as the subject for intensive observation of human anatomy. Employs full figure and head studies. Examines historical and contemporary uses of the figure in art. Prerequisite: Art 236.

**Art 340 Photography II**

4 credits

The second term of black-and-white photography continues the study of technique and the development of content. Students increase their understanding of the synthesis of process and idea. Projects and reading assignments facilitate this synthesis. Student work is regularly critiqued to evaluate development. Further technical study includes artificial lighting, use of camera filters, and more advanced controls. Emphasis is on the development of experimental imagery. Prerequisite: Art 240 or equivalent portfolio.

**Art 341 Photography III**

4 credits

Continues study of black-and-white photography. Covers more technical material, with emphasis on the expression of ideas through the construction of a consistent body of work primarily initiated and developed by the student. Assigns readings and holds regular critiques to evaluate portfolio progress. Covers 35mm to 120mm film formats. Prerequisite: Art 340.

**Art 342 Color Photography**

4 credits

Emphasizes the expression of ideas through personal response to the aesthetic structure and psychological elements of color. It is expected that the student has begun to establish a foundation for ideas and is developing a personal philosophy through previous art or photography classes. This is not a beginning photography course. Technical instruction includes lectures and demonstrations on using camera filters and printing color negatives. Prerequisite: Art 341.

**Art 343 Photo Mixed Media**

4 credits

Introduces cyanotype, Vandyke, and salted paper processes. Includes extensive use of orthochromatic film and mixed media processes. Also includes techniques and issues of collage and montage, image appropriation, hand-coloring, and electronic imaging as it is applied to photographic ideas. Prerequisite: Art 340.

**Art 344 Graphic Design**

4 credits (maximum 12 credits)

Study of design principles, philosophy, aesthetics, and current stylistic directions in graphic design. Discusses logo design, business identity papers, ad design, poster design, book cover design, the business of design, digital design, prepress, and printing. Reviews the basic features of a vector drawing program. Art 304 recommended. Prerequisite: Art 250.

**Art 349 Comic Books and Picture Books**

4 credits

Studio introduction to creating comics and picture books. Explores concepts of visual narrative, character, book design, and story development, as well as traditional and digital illustration techniques. Art 250 recommended. Prerequisite: Art 133.

**Art 350 Digital Print Studio**

4 credits

Focuses on using the computer as a means of creating and printing images. Covers artists' books, contemporary print work, typographic design, working in a series, and narrative/anti-narrative. Coursework is designed to assist students with developing the direction and content of their work, which culminates in an independently designed final project. Prerequisite: Art 250.

**Art 351 Digital Interactive Studio**

4 credits

A studio class exploring the interrelationship between visual design and user interactivity. Students create original projects for installation and the Web using video, animation, interactive authoring, and audio. Coursework is designed to assist students in developing the direction and content of their work, which culminates in an independently designed final project. Prerequisite: Art 250.

**Art 352 Digital Animation Studio**

4 credits

Introduces students to a range of animation ideas and techniques, with emphasis on concept, aesthetics, and experimentation. Covers principles of motion, character design, sound design, audiovisual editing, and the technical concerns of animating for video and the Internet. Students complete a series of short projects culminating in an independently designed final project. Prerequisite: Art 250.

**Art 353 Digital 3D Modeling and Lighting Studio**

4 credits

Explores the 3D computer environment as a means of creating expressive imagery for print, video, and the Internet. Covers camera composition, modeling, lighting, texture mapping, compositing, and character and set design. Emphasizes an experimental attitude and explores the incorporation of material and perspectives from other media such as photography, drawing, and sculpture into the 3D imaging process. Prerequisite: Art 250.

**Art 354 Digital 3D Animation Studio**

4 credits

A studio class introducing students to 3D animation as a means of creative expression and experimentation. Covers principles of motion, staging and editing action, morphing, camera and lighting composition, inverse kinematics, and character design. Art 353 recommended. Prerequisite: Art 250.

**Art 355 Ceramics II**

4 credits

Intermediate course that presents additional techniques for hand-built and wheel-thrown ceramics. Examines glaze theory, calculation and composition, and low- and high-firing techniques. Includes a survey of the history of ceramics and issues in contemporary ceramics. Prerequisite: Art 255.

**Art 385 Watercolor Painting Media**

4 credits

Intermediate study of painting focusing on the use of watercolor media. Introduces watercolor and other water-based media, as well as concepts and theories related to painting as an artistic medium. Art 332 recommended. Prerequisites: Art 133 and 290.

**Art 389 Oil Painting Media**

4 credits

Continues the study of painting media, techniques, and painting as an expressive art form. Students develop conceptual and critical skills and relate these skills to painting. Prerequisites: Art 115, 133, and 290.

**Art 390 Intermediate Drawing and Painting Studio**

4 credits

Intermediate work in painting or drawing. Continues study of media and techniques. Explores drawing and painting as expressive art forms. Students develop conceptual and critical skills as they relate to painting and drawing. Prerequisite: Minimum 4 credits in Art 327, 333, 385, or 389.

**Art 391 Sculpture II**

4 credits (maximum 12 credits)

Investigates the wide range of possible formats for sculpture through the object, assemblage, installation, site-specific work, performance, and kinetics. Explores these forms by introducing multiple processes, including plaster and latex flexible mold-making; woodcarving and construction; and metal fabrication and foundry. Although traditional materials are used, students are encouraged to explore a range of nontraditional materials and mixed-media applications. Discusses the history and theory of sculpture as it relates to problem solving and critiques. Prerequisite: Art 291.

**Art 395 Installation and Site-Specific Art**

4 credits

Intermediate studio/seminar course for focused work in installation and site-specific art. May be counted as one term of the Art 391 sequence. Prerequisites: Art 291 and 391.

**Art 399 Special Studies**

Credits to be arranged

**Art 401/501 Research**

Credits to be arranged

**Art 403/503 Thesis**

Credits to be arranged

**Art 405/505 Reading and Conference**

Credits to be arranged

**Art 407/507 Seminar**

Credits to be arranged

**Art 409/509 Practicum**

Credits to be arranged

**Art 410 Printmaking III**

4 credits (maximum 12 credits)

Explores printmaking and the application of various print processes, with emphasis on combining techniques and other art media. Encourages further exploration of personal expression through experimental approaches. Recommends engagement in national and international printmaking exhibitions and conferences. Prerequisite: 12 credits of Art 310.

**Art 411 Special Projects in Printmaking**

4 credits (maximum 12 credits)

Individual projects within the printmaking medium enable students to extend their studies beyond offered courses. Students devise a study proposal for instructor approval. Each student works independently, and the instructor serves as a guide throughout the course. Prerequisite: 12 credits of Art 410.

**Art 424/524 Art Process and Education Theory**

4 credits

Explores art materials, techniques, and concepts for standards-based art education, appropriate for grades K–12. Includes strategies for developing meaningful art programming through historical, cultural, and aesthetic inquiry.

**Art 425/525 Multicultural Art Education: K–12**

4 credits

Uses a multicultural approach to explore art-making, art history, aesthetics, and art criticism for grades K–12.

**Art 426/526 Special Studies in Painting and Drawing**

1 to 4 credits (maximum 24 credits)

Independent advanced studio work offered through special registration. Prerequisite: Instructor consent.

**Art 427/527 Figurative Painting and Drawing**

4 credits

Advanced study utilizing the human figure as subject. Studio work includes both self-generated content and study from live model. Prerequisites: Art 327, 332, and 8 credits from Art 385, 389, and/or 390.

**Art 429/529 Issues in Art Education**

4 credits

Discusses the concepts in art and art education that form the foundation for present art education teaching practices.

**Art 441 Photography Seminar**

4 credits

Involves portfolio development, with frequent class critiques of works in progress. Readings and discussions of selected materials focus on historical and contemporary issues in art. All photograph-based media and processes are acceptable, including mixed media and installation art. Prerequisite: Art 342.

**Art 443/543 Special Projects in Photography**

4 credits (maximum 8 credits)

Students construct portfolios. Includes terminal projects and gallery research. Prerequisite: Art 341.

**Art 444 Graphic Design II**

4 credits (maximum 12 credits)

Studies advertising layout and the historical, philosophical, psychological, and cultural origins of graphic design. Includes discussion of the graphic design marketplace and business practices. Students work on a coordinated advertising campaign that includes projects in video, film, and multimedia storyboards; cd, video, or audio software package designs; magazine or brochure designs; and preparation of a final print and digital portfolio. Reviews the basic features of a page layout program. Prerequisite: Art 344.

**Art 450/550 Special Projects in Digital Media**

4 to 16 credits

Students research, design, and execute a special project of their own in an area of digital media. Emphasizes advanced individual exploration, expression, and contemporary art issues. May be repeated for credit. Prerequisites: 12 credits total of any combination of Art 350, 351, and 352.

**Art 455/555 Ceramics III**

4 credits (maximum 12 credits)

Advanced course in hand-built and wheel-thrown ceramics. Directs students toward self-sufficiency in clay and glaze theory, application, and composition. Students study kiln theory, construction, and firing. They participate in the design and construction of a kiln, designing and executing their own projects. Includes readings in ceramic history and criticism. Prerequisite: 12 credits of Art 355.

**Art 456 Special Projects in Ceramics**

4 credits

Students design and execute a special project of their own choosing or identify a particular area of research in ceramics to pursue. Projects may include stoneware production in pottery, large-scale ceramic sculpture, once-fired ceramics, glaze, raku ceramics, glaze coloration and texture, and historical aspects.

**Art 490/590 Advanced Studio in Painting and Drawing**

4 credits (maximum 20 credits)

Advanced work in painting, drawing, collage, and mixed media. Emphasis is on individual artistic development in predominately 2D media. Includes the development of critical and conceptual skills as they relate to artistic creation. Prerequisite: 12 credits from Art 327, 333, 385 and/or 390 in any combination.

**Art 491/591 Sculpture III**

4 credits (maximum 12 credits)

Advanced work in the form (the object, site-specific, installation art, and mixed media) and content of sculptural media, focusing on individual research and experimentation in relation to contemporary issues and continued critical development. Prerequisite: 12 credits of Art 391.

**Art 492 Special Projects in Sculpture**

4 credits (maximum 8 credits)

Individual project within the sculpture media. Provides students with an opportunity to extend their involvement in sculpture beyond course offerings. Students propose a project for instructor approval. Each student works independently with guidance from the instructor. Prerequisite: Art 491.

**Art 493 Capstone Experience**

2 credits

BA/BS art majors arrange this capstone component with their faculty advisor no later than their last quarter of junior class standing. May include museum and gallery practica or internships; applied design projects, practica, or internships; research projects in studio art and art history; student exhibitions; research projects connected with travel and study abroad; and community, public school, and campus projects in art education. Prerequisite: Senior standing in the major.

**Art 494 Professional Practices**

2 credits

Introduction to practical considerations of continued study and practice in the visual arts. Topics include career paths and options, legal and business issues, and professional presentation standards. Students prepare a portfolio of their work and support materials commonly expected in their selected field. Art history majors prepare alternative materials. Required for all art majors. Prerequisite: Junior standing in the major.

**Art 495 Installation and Site-Specific Art**

4 credits

Advanced studio/seminar course for focused work in installation and site-specific art. May be counted as one term of the Art 491 sequence. Prerequisites: Either 12 credits of Art 391 or 8 credits of Art 391 plus 4 credits of Art 395.

**Art History Courses****LOWER DIVISION COURSES****Arth 199 Special Studies**

Credits to be arranged

**Arth 201 History of Art**

4 credits

Historical survey of the visual arts from the prehistoric to medieval periods. Examines selected artworks in relation to their historical and cultural contexts. Approved for General Education (Explorations).

**Arth 202 History of Art**

4 credits

Historical survey of the visual arts from the Renaissance to the present. Examines selected artworks in relation to their historical and cultural contexts. Prerequisite: Arth 201. Approved for General Education (Explorations).



## UPPER DIVISION COURSES

**ArtH 301 Research and Writing about Art**  
4 credits

Presents methods and techniques of research and writing for the discipline of art history. Students learn how to select and narrow a topic, conduct research, construct notes and a bibliography, and shape the material into a polished research paper. Prerequisites: ArtH 201, 202 and Core 101, 102, 103 or Wr 121, 122.

**ArtH 311 Art and Music of the Twentieth Century to Present**  
4 credits

Offers an interdisciplinary survey of the visual arts and music from the twentieth century to the present. Examines the intersections, cross-influences, and significant archetypes of visual art and music. Topics include modernism, post-modernism, primitivism, minimalism, futurism, and popular culture. ArtH 202 and Mus 201 recommended. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Mus 311.)

**ArtH 330 Art, Culture, and Technological Change**  
4 credits

Examines the impact of twentieth-century technological, social, and historical change on our conceptions of art and culture. Using readings from cross-disciplinary sources, students explore the origins, evolution, and proliferation of new media and communications technologies, including photography, film, television, computers, and the Internet. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**ArtH 344 Art, Culture, and Politics**  
4 credits

Examines the arts as an agent of social, culture, and political change during the twentieth century. Explores art from a social history perspective and traces how it intersects with the broader social dynamics of specific historical periods ranging from the radicalism of the early avant-garde to the postmodern era. ArtH 201, 202 recommended. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**ArtH 360 History of American Art**  
4 credits

Explores major works and trends in architecture, painting, sculpture, and related arts from the colonial period to the present, with emphasis on American adaptations and indigenous American contributions. ArtH 201, 202 and Hst 250, 251 recommended.

**ArtH 399 Special Studies**  
Credits to be arranged**ArtH 401/501 Research**  
Credits to be arranged**ArtH 403/503 Thesis**  
Credits to be arranged**ArtH 405/505 Reading and Conference**  
Credits to be arranged**ArtH 407/507 Seminar**  
Credits to be arranged**ArtH 409/509 Practicum**  
Credits to be arranged**ArtH 431/531 Italian Renaissance Art**  
4 credits

Intensive study of the origin and development of Renaissance art in Italy. ArtH 202 recommended.

**ArtH 445/545 Early Modern Art**  
4 credits

Examines major artistic trends and theories from the early nineteenth century through World War I. Emphasizes the social dynamics that led to the foundations of modernism. Prerequisite: ArtH 202.

**ArtH 446/546 Contemporary Art: 1945–Present**  
4 credits

Intensive study of the major trends, media, and critical theories in art since 1945. Prerequisite: ArtH 202.

**ArtH 450/550 Race, Gender, and Ethnicity in Art**  
4 credits

Explores artists of different races, genders, and ethnicities and considers issues of representation reflected in their art. Examines censorship, public art, and other contemporary art topics from legal, political, and cultural perspectives.

**Arts and Letters**

Computing Services 211  
541-552-6520

Edwin L. Battistella, Dean

Designated a Center of Excellence in the Fine and Performing Arts by the Oregon University System (OUS), SOU offers a variety of degree programs in the School of Arts and Letters. Students who major in these programs are encouraged to pursue interdisciplinary activities among departments. The school also includes philosophy, women's studies, Chamber Music Concerts, the Oregon Writing Project, Shakespeare studies, and the Schneider Museum of Art.

The School of Arts and Letters promotes such activities as theatrical productions, art exhibitions, music concerts, publication of the *West Wind Review*, poetry readings, and lectures within the University and the southern Oregon region. Students may become involved in a variety of practicum, work, and study abroad experiences.

**Departments**

Art, Communication, English and Writing,  
Foreign Languages and Literatures, Music,  
Theatre Arts

**Degrees**

BA and BS in Art, Communication, English and Writing, Language and Culture (with options in French, German, and Spanish), Music, and Theatre Arts

BA and BS in Arts and Letters (see *Interdisciplinary Options: Single Area Major*)

BFA in Art and Theatre

Master of Music in Conducting

MA and MS in Arts and Letters (see Department of Theatre Arts)

**Minors**

Minors are offered in Art, Art History, British Literature, Creative Writing, English Education, Film Studies, French, German, Human Communication, Journalism, Media Arts, Media Studies, Music, Philosophy, Photography, Public Relations, Shakespeare Studies, Spanish, Theatre Arts, U.S. Literature, Video Production, Women's Studies, and Writing with Professional Applications. See the appropriate departmental listings for detailed descriptions.

**Facilities**

The School of Arts and Letters laboratory facilities are available for practical instruction in video production, journalism, English language writing skills, and foreign language study.

The Music Building houses practice space for individual students, rehearsal rooms for ensembles, and a widely praised concert hall.

The Theatre Arts Building is equipped with staging facilities that contain two main areas for the presentation of plays.

The Center for the Visual Arts (CVA) includes seminar rooms, digital media labs, and a ceramics studio with an outdoor raku kiln yard. Advanced art students have access to private studio space, while all art students enjoy studio space for painting, drawing, film, video, performance art, photography, and printmaking. The Schneider Museum of Art (SMA) is pivotal to the promotion of the visual arts in southern Oregon.

**Summer Programs**

The courses, programs, and workshops offered by the School of Arts and Letters during Summer Session are designed to appeal to the interests and needs of undergraduate and graduate students. The Center for Shakespeare Studies also offers summer programs.

**Arts and Letters Courses**

## LOWER DIVISION COURSES

**AL 199 Special Studies**  
Credits to be arranged**AL 209 Practicum**  
Credits to be arranged**AL 215 Introduction to Cultural Studies**  
4 credits

Examines the experience of inhabiting a mass, commodified culture. Introduces students to key concepts from the emerging field of cultural studies, placing contemporary trends in popular culture within a larger historical framework. Addresses how specific disciplines apply ideas from cultural studies, such as an English course that focuses on contemporary responses to is-

sues raised in classic narratives or a communication course that examines representations of gender in advertisements. Approved for General Education (Explorations).

**AL 216 Introduction to Cultural Studies**  
4 credits

Examines the experience of inhabiting a mass, commodified culture. Introduces students to key concepts from the emerging field of cultural studies, placing contemporary trends in popular culture within a larger historical framework. Addresses how specific disciplines apply ideas from cultural studies, such as an English course that focuses on contemporary responses to issues raised in classic narratives or a communication course that examines representations of gender in advertisements. Approved for General Education (Explorations).

**UPPER DIVISION COURSES**

**AL 301 History and Theories of Cultural Studies**  
4 credits

Explores the historical context of cultural studies and its major theoretical perspectives. In addition to critical readings from the different areas

of cultural studies, students apply these theories to independent projects that focus on the production of meaning in their world. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**AL 399 Special Studies**  
Credits to be arranged

**AL 401/501 Research**  
Credits to be arranged

**AL 403/503 Thesis**  
Credits to be arranged

**AL 405/505 Reading and Conference**  
Credits to be arranged

**AL 407/507 Seminar**  
Credits to be arranged

**AL 408/508 Workshop**  
Credits to be arranged

**AL 409/509 Practicum**  
Credits to be arranged

**AL 510 Selected Topics in Arts and Letters**  
Credits to be arranged

## Biology

Science 374  
541-552-6797

Stewart W. Janes, Chair

Professors: Roger G. Christianson,  
Carol S. Ferguson, Stewart W. Janes,  
Christine T. Oswald, Michael S. Parker,  
Charles W. Welden

Associate Professors: Steven L. Jessup,  
Richard May, Kathleen A. Page,  
John S. Roden

Assistant Professors: David Oline, John  
Sollinger, Karen Stone

Lecturer: Barbara Fleeger

Adjunct Faculty: Mark W. Buktenica,  
Peter C. Schroeder

Emeritus Faculty: Steven P. Cross,  
Ronald D. Lamb, Frank A. Lang,  
D. Wayne Linn, Donald W. Mitchell,  
Ronald E. Nitsos, Chris N. Skrepetos,  
Wayne A. Sorsoli, Darlene H. Southworth,  
Richard E. Welton

Biologists work on a broad spectrum of questions related to living organisms and life processes. They investigate the physical and chemical bases of life, the structure and function of organisms and their parts, the interaction between organisms and their environments, and the evolution of organisms. The biology major not only offers a thorough introduction to the principal areas of biology, but it also gives students the freedom to specialize.

The bachelor's degree in biology prepares students for employment in diverse fields related to the life sciences. It is also excellent training for graduate and professional programs leading to degrees in such areas as agriculture, dentistry, environmental science, forestry, medical technology, medicine, optometry, veterinary medicine, and wildlife biology.

Because upper division courses in biology build on prerequisites, students should seek advising as soon as they consider majoring in biology. Early advising is especially important for those planning to go on to graduate or professional schools. Contact the department secretary for an advisor assignment.

## Degrees

BA or BS in Biology

BA or BS in Biology: Cell/Molecular Option

BA or BS in Biology: Ecology and  
Environmental Biology Option

BA or BS in Biology: Botany Option

BA or BS in Biology: Zoology Option

BA or BS in Biology: Biomedical Science Option

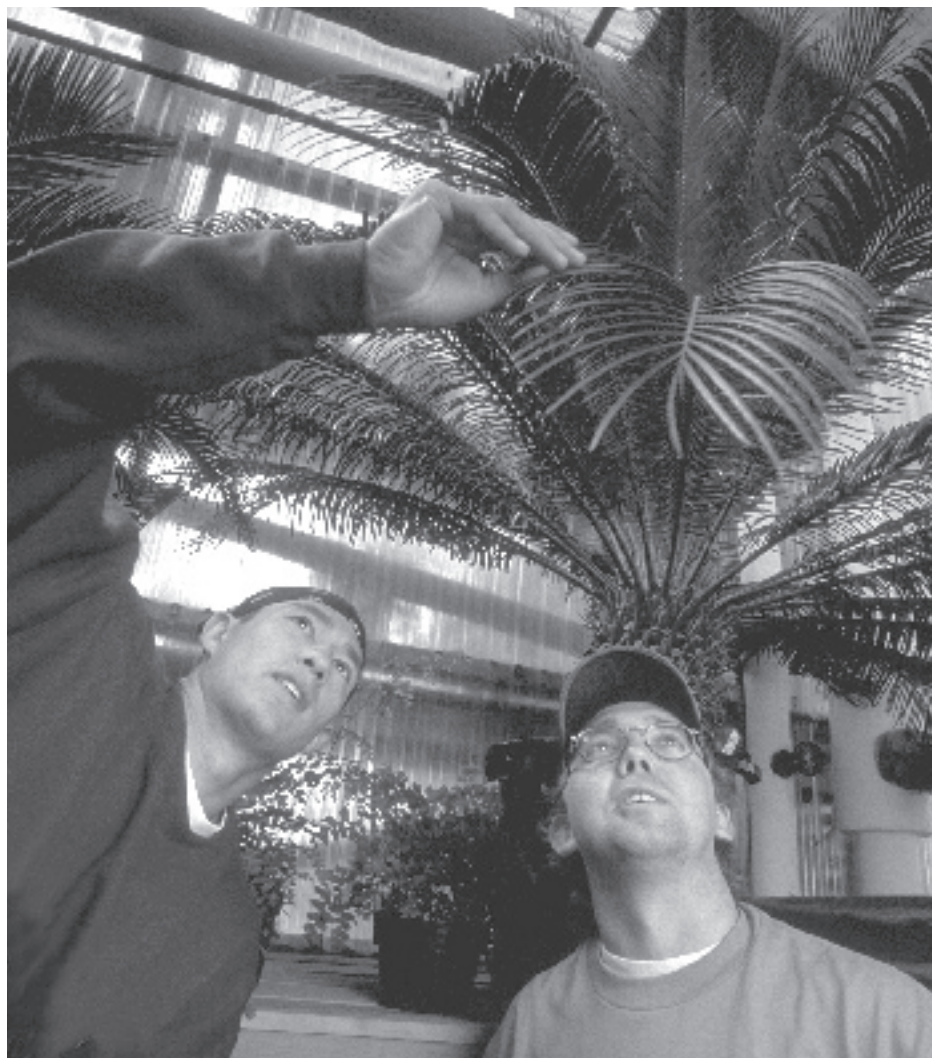
BS in Environmental Studies: Biology Option

MA or MS in Science with an  
emphasis in Biology

MS in Environmental Education

## Minor

Biology





## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Maintain a minimum 2.0 GPA for all work taken in biology.
3. Complete the biology core (40–42 credits):  
Principles of Biology (Bi 211, 212, 213) ..... 12  
Plant Physiology (Bi 331) (required for the Botany option) or Comparative Animal Physiology (Bi 314) (required for the Zoology option) ..... 4  
Introductory Ecology (Bi 340) ..... 4  
Genetics (Bi 341) ..... 4  
Cell Biology (Bi 342) ..... 4  
Developmental Biology (Bi 343) ..... 4  
Evolution (Bi 446) ..... 4  
Capstone ..... 4–6
4. Those seeking a biology degree without an option must complete 20 credits of upper division biology electives. Those seeking an option with their degree should consult the section below, *Options for the Major*, to see how these 20 credits must be distributed. Note that the Biomedical Science option requires 24 credits of upper division biology electives. The following courses may not be used: Bi 330, 380 through 389, 401, 402, 403, 404, 405, 409, 490, 491, or 492. A maximum of 3 credits from the following courses may be applied to this requirement: 1 credit of Bi 407 and up to 3 credits of Bi 408. In addition, 4 credits of Biochemistry may be applied to this requirement.
5. Complete the General Chemistry sequence with labs:  
Ch 201, 204; Ch 202, 205; Ch 203, 206 ..... 15
6. Complete the Principles of Organic Chemistry sequence or the Organic Chemistry sequence with labs:  
Ch 331, 337; Ch 332, 338 ..... 11  
or  
Ch 334, 337; Ch 335, 340; Ch 336, 341 ..... 16
7. Complete 12–15 credits of physical science from:  
General Physics with lab (Ph 201, 224; Ph 202, 225; Ph 203, 226) ..... 12  
or  
Ph 221, 224; Ph 222, 225; Ph 223, 226 ..... 15  
or  
Geology (G 101, 102, 103) ..... 12
8. Complete the following mathematics courses:  
Calculus I (Mth 251) ..... 4  
Calculus II (Mth 252) ..... 4  
Elementary Statistics (Mth 243) ..... 4  
or  
Calculus I (Mth 251) ..... 4  
Elementary Statistics (Mth 243) ..... 4  
Applied Inferential Statistics (Mth 244) ..... 4

### SUGGESTED FIRST YEAR PROGRAM

University Colloquium (Core 101, 102, 103) .....	12
Bi 211, 212, 213 .....	12
Ch 201, 204; 202, 205; 203, 206 .....	15
Other approved courses .....	6

## Capstone

The capstone is a research project in which students integrate skills and information learned in the major. Students plan a research project, write a project proposal, conduct research, write a final report, and make an oral presentation to faculty and peers. Options for meeting the capstone requirement include:

1. Complete Bi 490, 491, or 492 (4 credits).
2. With approval, work individually with a faculty mentor and complete 3 credits of Bi 402 and 1 credit of Bi 404.
3. If admitted to the department honors program, work individually with a faculty mentor and complete 4 credits of Bi 402 and 2 credits of Bi 404.

## Options for the Major

Biology majors wishing to tailor their undergraduate biology degree to meet their future interests or employment may pursue one of the following option areas as part of their degree program. Most option areas have the same core requirements as the biology degree and primarily specialize within the 20 credits of upper division biology electives required for the degree (see #4 under *Requirements for the Major*). The exception is the Biomedical Science option, which has modified core, upper division elective, mathematics, and physical science requirements designed to better prepare these students for their future courses of study.

### Cell/Molecular Option

1. Complete 16 credits from:  
Biochemistry (Ch 451) ..... 4  
Algae, Fungi, and Lichens (Bi 436) ..... 4  
Microbiology (Bi 351) ..... 4  
Molecular Biology (Bi 425) ..... 4  
Plant Anatomy (Bi 434) ..... 4  
Immunology (Bi 456) ..... 4  
Scanning Electron Microscopy (Bi 485) ..... 4
2. Complete an additional 4 credits from all approved upper division biology electives.

### Ecology/Environmental Biology Option

1. Complete 16 credits from:  
Physiological Ecology of Animals (Bi 413) ... 4  
Physiological Plant Ecology (Bi 431) ..... 4  
Conservation Biology (Bi 438) ..... 3  
Conservation of Natural Resources (Bi 445) .. 4  
Community and Population Ecology (Bi 453) ..... 4  
Plant Ecology (Bi 454) ..... 4  
Aquatic Ecology (Bi 475) ..... 4  
Animal Behavior (Bi 480) ..... 4
2. Complete an additional 4 credits from all approved upper division biology electives.

### Botany Option

1. Complete Plant Physiology (Bi 331), 4 credits.
2. Complete 16 credits from:  
Plant Evolution and Systematics (Bi 336) ..... 4  
Algae, Fungi, and Lichens (Bi 436) ..... 4

- Physiological Plant Ecology (Bi 431) ..... 4  
Origins and Diversity of Land Plants (Bi 432) .. 4  
Plant Anatomy (Bi 434) ..... 4  
Bryophytes (Bi 442) ..... 4  
Plant Identification and  
Field Botany (Bi 444) ..... 3  
Plant Ecology (Bi 454) ..... 4
3. Complete an additional 4 credits from all approved upper division biology electives.

### Zoology Option

1. Complete Comparative Animal Physiology (Bi 314), 4 credits.
2. Complete 16 credits (must include at least one each invertebrate and vertebrate course) from:  
Vertebrate Natural History (Bi 317) ..... 4  
Comparative Vertebrate Anatomy (Bi 327) ... 4  
Physiological Ecology of Animals (Bi 413) ... 4  
Advanced Animal Physiology (Bi 414) ..... 4  
Mammalogy (Bi 415) ..... 4  
Fish and Fisheries (Bi 450) ..... 4  
Biology of the Lower Invertebrates (Bi 461) .. 4  
Biology of the Higher Invertebrates (Bi 462) .. 4  
Entomology (Bi 466) ..... 4  
Herpetology (Bi 470) ..... 4  
Ornithology (Bi 471) ..... 4  
Animal Behavior (Bi 480) ..... 4
3. Complete an additional 4 credits from all approved upper division biology electives.

### Biomedical Science Option

#### BIOLOGY

1. Complete the biology core requirements with the following modifications:  
a. Ecology (Bi 340) is not required; however, it may be taken for elective credit (see below).
- b. In addition to the existing capstone option, a student in this track may satisfy the capstone requirement by completing a minimum of 3 credits of Practicum: Capstone (Bi 409) and 1 credit of Capstone Thesis (Bi 404).
2. Complete 12 credits from:  
Microbiology (Bi 351) ..... 4  
Advanced Animal Physiology (Bi 414) ..... 4  
Molecular Biology (Bi 425) ..... 4  
Immunology (Bi 456) ..... 4  
Biochemistry (Ch 350 or 451) ..... 4
3. Complete 12 credits from:  
Human Anatomy and  
Physiology I, II, III (Bi 231, 232, 233) ..... 12  
Any upper division courses that count as electives toward the biology degree, including Ecology (Bi 340) ..... 4

#### CHEMISTRY

Same as all biology options.

#### MATHEMATICS

Complete:  
Elementary Statistics (Mth 243) ..... 4  
Calculus I (Mth 251) ..... 4



**PHYSICAL SCIENCE**

Complete:

General Physics (Ph 201, 224; 202, 225; 203, 226)\*..12

\*Ph 221 and 223 may be substituted for Ph 201 and 203.

**Biology Honors Program**

Juniors and seniors who wish to graduate with honors in biology must petition the Biology Honors Committee for admission to the honors program. Honors students conduct independent research with a biology faculty mentor, prepare a written report in the accepted editorial style, and make an oral presentation of the project. Honors graduates must have a minimum 3.25 GPA in all biology courses taken for the major and a minimum overall 3.00 GPA. Completion of the honors program satisfies the Senior Capstone requirement. The transcripts and diplomas of students completing the honors program indicate that their degrees were awarded with departmental honors.

1. Successfully petition the Biology Honors Committee for admission to the program. Forms are available in the Biology Office.
2. Complete an honors research project (minimum 4 credits of Bi 402) with a minimum grade of B.
3. Complete a written report and make an oral presentation of the research project (2 credits of Bi 404) with a minimum grade of B.
4. Complete the bachelor's degree in biology with a minimum GPA of 3.25 in all biology courses taken for the major and 3.00 overall.

**Minor**

The minor is designed for non-biology majors who wish to emphasize biology by completing at least 27 credits from the following:

*Principles of Biology:*

Molecules, Cells, and Genes (Bi 211) .....	4
Evolution and Diversity (Bi 212) .....	4
Function and Ecology of Organisms (Bi 213) .....	4
Select 15 or more credits from any regularly scheduled 300- or 400-level biology course that counts toward the biology major .....	15

Students must have a minimum 2.0 GPA in biology courses for the minor.

**Certificate in Botany**

The Certificate in Botany serves undergraduate, graduate, and postbaccalaureate students wishing to work in the plant sciences. The program prepares students for careers as botanists at state and federal agencies, environmental consulting firms, and nongovernmental conservation organizations. It also offers a solid foundation for students planning graduate work in botany. Students wishing to pursue the Certificate in Botany should meet with a certificate advisor early in their program. See the *Certificates* section on page 144.

**Graduate Programs**

The department offers a master of science degree in environmental education, a one-and-a-half to two-year field-oriented program in which students gain an understanding of biological principles, themes, and ideas and become proficient at interpreting natural phenomena for diverse audiences. Students help staff the Siskiyou Environmental Education Center, which delivers environmental education programs throughout the region and gives students an opportunity to develop the curriculum and educational resources. See page 130 for application deadlines and program information.

The department has a limited ability to offer a master of arts or master of science degree in science. See page 162 for information on these programs.

**Preprofessional Programs**

Students planning a career in a medical field such as dentistry, medicine, optometry, pharmacy, or any other professional area should consult the appropriate advisor as soon as possible after deciding on one of these careers. The department secretary maintains a current advisor list. Students in premedical technology and pre-veterinary medicine can plan their work to satisfy general degree requirements at SOU either in a four-year program or in cooperation with a professional school. See page 151 for more information on these programs.

**Teacher Licensing**

Students who would like to teach biology at the middle school or high school level in Oregon public schools must complete the prerequisite courses to qualify for the Master of Arts in Teaching (MAT) program at SOU. It is not necessary to complete all prerequisites before applying to the program, but the prerequisites must be completed before a student begins the program. Interested students should consult the department chair for an advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Applicants are required to gain experience working with children in public schools through practica, internships, and volunteer service before applying to the program.

**Biology Courses****LOWER DIVISION COURSES****Bi 101 General Biology: Cells**

4 credits

Intended for non-biology majors. Examines the organization of cells, including their composition and structure, energy-trapping and use, information storage, and cell division. Three lectures and one 2-hour laboratory. Corequisite: Bi 101L. Approved for General Education (Explorations).

**Bi 102 General Biology: Organisms**

4 credits

Intended for non-biology majors. Addresses the organization and function of multicellular organisms, with an emphasis on humans. Three lectures and one 2-hour laboratory. Prerequisite: Bi 101. Corequisite: Bi 102L. Approved for General Education (Explorations).

**Bi 103 General Biology: Populations**

4 credits

Intended for non-biology majors. Covers the organization of populations, including Mendelian inheritance, adaptation to the environment, evolution, population growth, communities, ecosystems, and pollution. Three lectures and one 2-hour laboratory. Prerequisite: Bi 101. Corequisite: Bi 103L. Approved for General Education (Explorations).

**Bi 199 Special Studies**

Credits to be arranged

**Bi 209 Practicum**

Credits to be arranged

**Bi 210 Topics in Biology**

1 to 2 credits

Intended for non-biology majors. Topics on contemporary society and current biology issues are chosen on the basis of their relevance to other disciplines. Lecture, discussion, and/or laboratory as deemed suitable for the topic. May not be used to meet biology major requirements. Credit determined by topic.

**Bi 211 Principles of Biology: Molecules, Cells, and Genes**

4 credits

Introductory course intended for biology and other science majors. Covers biological molecules, cell structure and function, and genetics. Three lectures and one 3-hour laboratory. Corequisite: Bi 211L. Approved for General Education (Explorations).

**Bi 212 Principles of Biology: Evolution and Diversity**

4 credits

Introductory course intended for biology and other science majors. Explores the mechanisms and results of evolution, including a survey of organism diversity. Three lectures and one 3-hour laboratory. Prerequisite: Bi 211. Corequisite: Bi 212L. Approved for General Education (Explorations).

**Bi 213 Principles of Biology: Function and Ecology of Organisms**

4 credits

Introductory course intended for biology and other science majors. Covers organismal function and interactions among organisms, as well as interactions between organisms and their environments. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212. Corequisite: Bi 213L.

**Bi 214 Elementary Microbiology**

4 credits

Intended for students interested in careers in chiropractic medicine, dental hygiene, medical technology, nursing, occupational therapy, and physical therapy. Studies the general characteristics of microorganisms that cause disease and the factors involved in host resistance to disease. Includes principles of disease causation and diagnosis, epidemiology, and prevention and treatment of infectious diseases. Three lectures and two 90-minute laboratories. Corequisite: Bi 214L.

**Bi 231 Human Anatomy and Physiology I**

4 credits

Introduces human structure and function, with a study of skeletal and muscular systems. Two 90-minute lectures and two 90-minute laboratories. Prerequisite: One year of a biological science. Corequisite: Bi 231L.

**Bi 232 Human Anatomy and Physiology II**

4 credits

Continues study of the systems of the human body and their structure and function, including nervous, circulatory, and respiratory systems. Two 90-minute lectures and two 90-minute laboratories. Prerequisite: Bi 231. Corequisite: Bi 232L.

**Bi 233 Human Anatomy and Physiology III**

4 credits

Continues study of the systems of the human body and their structure and function, including digestive, urogenital, and endocrine systems. Two 90-minute lectures and two 90-minute laboratories. Prerequisites: Bi 231 and 232. Corequisite: Bi 233L.

**UPPER DIVISION COURSES****Bi 314 Comparative Animal Physiology**

4 credits

Comparative study of respiration, circulation, digestion, energetics, and thermoregulation. Emphasizes general physiological principles and uses physical and mathematical approaches applicable to all animals. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213 and one year of general chemistry. Corequisite: Bi 314L.

**Bi 317 Vertebrate Natural History**

4 credits

Examines the systematics, distribution, behavior, dormancy, population movements, population dynamics, and ecology of vertebrates. Laboratory emphasizes field studies and identification. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213. Corequisite: Bi 317L.

**Bi 327 Comparative Vertebrate Anatomy**

4 credits

Explores the functional aspects of vertebrate anatomy with an emphasis on the development and evolution of major organ systems. Laboratory includes the dissection of major vertebrate classes and the study of gross and microscopic structures. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213. Corequisite: Bi 327L.

**Bi 330 Topics in Biology**

1 to 4 credits

Intended for non-biology majors. Topics on contemporary society and current biology issues are chosen on the basis of their relevance to other disciplines. Lecture, discussion, and/or laboratory as deemed suitable for the topic. May not be used to meet biology major requirements, except in Biology Biomedical Science option. Credit determined by topic. Prerequisite: Upper division standing. Additional prerequisites and corequisites determined by topic.

**Bi 331 Plant Physiology**

4 credits

Examines the metabolic activities of plants. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213 and Ch 201, 202, 203. Corequisite: Bi 331L.

**Bi 336 Plant Evolution and Systematics**

4 credits

Introduces the science of plant systematics through integrated coverage of macroevolution, theory of phylogenetic inference, and principles of classification, taxonomy, and identification. Comparative analysis of reproductive morphology and lifecycles provides a comprehensive overview of green plants that begins with the simplest protist lineages and culminates with a survey of vascular plant diversity. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213. Corequisite: Bi 336L.

**Bi 340 Introductory Ecology**

4 credits

Covers the interactions of organisms with their environments and each other, as well as population dynamics, biological communities, and ecosystem functions. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213 or ES 111, 112, and 210. Corequisite: Bi 340L.

**Bi 341 Genetics**

4 credits

Includes classical and modern molecular analysis of the structure and behavior of genes at the molecular, cellular, organismal, and population levels. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213 and Ch 201, 202, 203. Corequisite: Bi 341L.

**Bi 342 Cell Biology**

4 credits

Examines cell and molecular biology with an emphasis on experimental cell biology. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213; Ch 201, 202, 203. Corequisite: Bi 342L.

**Bi 343 Developmental Biology**

4 credits

Covers descriptions and mechanisms of development in animal, plant, and microbial systems. Includes differentiation, intercellular relations, regulatory substances, morphogenetic movements, and selected topics in organogenesis. Three lectures and one 3-hour laboratory. Prerequisites: Bi 341 and 342. Corequisite: Bi 343L.

**Bi 351 Microbiology**

4 credits

Surveys microorganisms, including bacteria, fungi, and viruses. Laboratory focuses on methods used to study microorganisms and the fundamentals of experimental design. Emphasizes organisms that significantly influence human health and economics. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213 and Ch 201, 202, 203. Corequisite: Bi 351L.

**Bi 381 Introduction to Complex Systems**

4 credits

Introduces an array of topics currently becoming unified in the new interdisciplinary field of complex systems. Explores how a holistic systems approach and common analytical tools may be applied to such diverse areas as ecology, economics, genetics, physics, and social science to yield insights not obtained through a reductionist scientific approach. Topics include chaos, emergent properties, fractals, self-organization, feedback, networks, and cellular automata. The three-hour computer laboratory consists of simulation-based experiments and independent agent-modeling projects. Three lectures and one 3-hour laboratory. Does not fulfill biology major or minor requirements. Prerequisite: Completion of all lower division General Education requirements. Corequisite: Bi 381L. Approved for General Education (Synthesis).

**Bi 382 Biology and Society**

3 credits

Examines timely biological issues and their implications for human society. Students participate in and lead discussions on controversial topics such as genetic engineering, the biological basis of sexual orientation and race, biodiversity and threatened habitats, and biological warfare. Three lectures. Does not fulfill biology major or minor requirements. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Bi 383 Science and Advocacy in Environmental Policy Debates**

3 credits

Explores the interactions of science and advocacy in the development of environmental policy. Investigates controversial environmental problems where science and advocacy are confounded, and where the common good and special interests are difficult to discern. Students engage in dialogue based on analysis of case studies, including issues related to forest health, use of pesticides, resource development, global warming, and loss of biodiversity. Two 75-minute meetings. Does not fulfill biology major or minor requirements. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Bi 384 Ethnobotany and Cross-Cultural Communication**

3 credits

Explores cultural diversity in the human relationship with plants and the role of plants in diverse world views. Applications of medicinal and ceremonial plants in Native American, Ayurvedic, traditional Chinese, and other practices serve as a vehicle for interpreting how different cultures understand the human place in the cosmos. Examines the interaction of divergent world views through experiential cross-cultural communication against the backdrop of a pluralist philosophical framework and modern sciences. Two 75-minute meetings. Does not fulfill biology major or minor requirements. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Bi 385 Women in Science**

3 credits

Explores the past and current factors influencing women's scientific career choices and the success of women in various scientific disciplines. Examines the lives and contributions of notable and contemporary women in science from a diversity of backgrounds and disciplines. Addresses the culture of science and the role of gender in scientific inquiry. Includes small group discussions focused on assigned readings and guest-speaker presentations from women scientists in academia, government, and industry. Two 75-minute meetings. Does not fulfill biology major or minor requirements. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Bi 399 Special Studies**

Credits to be arranged

**Bi 401/501 Research**

Credits to be arranged

**Bi 402 Capstone Research**

Credits to be arranged

**Bi 403/503 Thesis**

Credits to be arranged

**Bi 404 Capstone Thesis**

Credits to be arranged

**Bi 405/505 Reading and Conference**

Credits to be arranged

**Bi 407/507 Seminar**

Credits to be arranged

**Bi 408/508 Workshop**

Credits to be arranged (maximum 6 undergraduate credits and 9 graduate credits)

**Bi 409/509 Practicum**

Credits to be arranged (1 to 9 credits)

**Bi 410/510 Environmental Ethics**

3 credits

Examines philosophical, religious, sociopolitical, and scientific traditions influencing human conduct toward nature. Courses in ecology, evolution, and philosophy are recommended. Prerequisite: Upper division or graduate standing.

**Bi 411/511 Special Topics**

Credits to be arranged

**Bi 413/513 Physiological Ecology of Animals**

4 credits

Studies physiological adaptations from an ecological and evolutionary perspective. Covers patterns of resource allocation, optimality theory, and functional responses to environmental variation. Three lectures and one 3-hour laboratory. Prerequisite: Bi 314 or 340. Corequisite: Bi 413L.

**Bi 414/514 Advanced Animal Physiology**

4 credits

Continues Comparative Animal Physiology (Bi 314). Topics include water balance and nerve, muscle, and endocrine functions. Emphasizes a comparative approach. Three lectures and one 3-hour laboratory. Prerequisite: Bi 314. Corequisite: Bi 414L.

**Bi 415/515 Mammalogy**

4 credits

Covers the ecology, behavior, adaptations, and identification of mammals. Two lectures, one 5-hour laboratory, and weekend field trips. Prerequisite: Bi 317. Corequisite: Bi 415L.

**Bi 425/525 Molecular Biology**

4 credits

Surveys modern techniques used in biotechnology and analysis of genetic structure, function, and expression. Includes advanced cloning and gene detection methods, gene transfer, sequencing, directed mutagenesis, and PCR-based technologies. Emphasizes laboratory experience and the application of techniques to selected experimental problems. Two lectures and two 3-hour laboratories. Prerequisites: Bi 341; Ch 332 or 335. Corequisite: Bi 425L.

**Bi 430/530 Biological Illustration**

3 credits

Provides all-level sketching instruction and develops observational skills needed to produce accurate pencil and pen/ink drawings. Includes hands-on training in museum and field-sketching procedures, as well as the use of hand lenses and microscopes. Provides an introduction to computer graphics. Explores and expands career capabilities and options in biology and environmental education. Includes preparation of artwork for actual publication. Two lectures and one 3-hour laboratory. Prerequisite: One year of biological science. Corequisite: Bi 430L/530L.

**Bi 431/531 Physiological Plant Ecology**

4 credits

Examines the interactions between plants and their environments. Studies the physiological mechanisms that impact plant functioning and survival, as well as adaptations to resource and climatic variation. Introduces the scientific literature in ecophysiology, as well as the technology and methodology used in this field. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213. Corequisite: Bi 431L.

**Bi 432/532 Origins and Diversity of Land Plants**

4 credits

Studies the origins of terrestrial flora and the major adaptive radiations of both living and extinct embryophytes, ferns, seed plants, and flowering plants. Emphasizes observing and interpreting plant structure and life histories in the field. Includes advanced treatment of modern plant classifications as influenced by phylogenetic analysis of paleontological and molecular evidence. Students read scientific literature addressing current problems in plant phylogenetic systematics. Two 4-hour lecture/laboratory/field sessions and weekend field trips. Prerequisite: Bi 336.

**Bi 434/534 Plant Anatomy**

4 credits

Addresses the development of cells, tissues, tissue systems, and the organs of vascular plants. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213. Corequisite: Bi 434L.

**Bi 435/535 Methods in Plant Systematics**

4 credits

Explores the principles and methods of studying genetic variation within and among species of vascular and nonvascular plants, including morphometrics, plant microtechnique and microscopy, basic molecular technique, methods in floristics and biogeography, herbarium practice, and phylogenetic analysis. Emphasizes reading and interpreting research methods reported in primary scientific literature. Two 3-hour laboratories and two 1-hour seminar sessions. Prerequisites: Bi 211, 212, 213 and instructor consent. Corequisite: Bi 435L.

**Bi 436/536 Algae, Fungi, and Lichens**

4 credits

Surveys morphology, lifecycles, microbial ecology, and evolutionary history in the diverse assemblage of organisms classified as algae and fungi. Focuses on symbiotic associations involving cyanobacteria, protists, and fungi, with an emphasis on lichens. Uses current scientific literature to explore both theoretical questions and practical applications of knowledge about these organisms as it pertains to environmental problems, pathogens, and management of natural resources. Three lectures, one 3-hour laboratory, and weekend field trips. Prerequisite: Bi 336. Corequisite: Bi 436L.

**Bi 438/538 Conservation Biology**

3 credits

Covers ecological, evolutionary, and genetic principles relevant to the conservation of biological diversity. Includes habitat fragmentation, preserve design, the effects of disturbance on communities, introduced species, ecological restoration, and policymaking in conservation. Three lectures. Prerequisite: Bi 340.



**Bi 442/542 Bryophytes**

4 credits

Examines the morphology, life histories, systematics, ecology, floristics, and biogeography of mosses, liverworts, and hornworts. Emphasizes methods of field study, survey and collection protocols, training in microtechnique and microscopy needed for laboratory procedures, and use of technical literature for identification. Two 4-hour lecture/laboratory sessions and weekend field trips. Prerequisite: Bi 336.

**Bi 444/544 Plant Identification and Field Botany**

3 credits

Intensive four-week summer field course covers identification of local flora using technical keys and descriptions. Emphasizes the recognition of common families, genera, and species of flowering plants, ferns, and conifers. Two lectures, two 90-minute laboratory sessions and four Saturday field trips. Prerequisites: Bi 211, 212, and 213. Corequisite: Bi 444L/544L.

**Bi 445/545 Conservation of Natural Resources**

4 credits

Explores the history, principles, and practices of natural resource use and abuse, particularly by the U.S. Emphasizes understanding of scientific and ecological principles and economics as the basis of sustainable human development. Two 2-hour lectures and one required field trip. Non-science majors encouraged. ES 111, 112 recommended. Prerequisites: Explorations sequence in science and upper division standing.

**Bi 446/546 Evolution**

4 credits

Uses patterns and processes of evolutionary change as determined by mutation, selection, drift, and other mechanisms to explore the unifying principles of the biological sciences. Basic models of population genetics, phylogenetics, and systematics are used to build a conceptual framework for the study of living systems. Three lectures and one 1-hour recitation. Prerequisites: Bi 340 and 341. Corequisite: Bi 446R.

**Bi 450/550 Fish and Fisheries**

4 credits

Analyzes the distribution, life histories, and ecology of freshwater fishes, as well as the methods used in the study and management of fish populations. Covers current issues in fisheries management. Three lectures and one 3-hour laboratory. Weekend field trips required. Prerequisite: Bi 340. Corequisite: Bi 450L.

**Bi 453/553 Community and Population Ecology**

4 credits

Examines the structure, function, and analysis of natural communities and populations as revealed by theoretical and empirical methods. Three lectures and one 3-hour laboratory. Prerequisites: Bi 340 and Mth 112. Corequisite: Bi 453L.

**Bi 454/554 Plant Ecology**

4 credits

Examines the structure, methods of analysis, environmental relations, and dynamics of vegetation. Two lectures and two 3-hour laboratories. Prerequisite: Bi 340. Corequisite: Bi 454L/554L.

**Bi 456/556 Immunology**

4 credits

Studies the cellular and humoral mechanisms vertebrates use to defend themselves against infection. Emphasizes human immunology. Three lectures and one 3-hour laboratory. Prerequisite: Bi 342. Corequisite: Bi 456L.

**Bi 461/561 Biology of the Lower Invertebrates**

4 credits

Introduces invertebrates, with an emphasis on marine phyla. Covers the classification, structure, natural history, and ecology of lower invertebrates (sponges to starfish) and protozoans. Two lectures and two 3-hour laboratories. Overnight field trip to the coast required. Prerequisites: Bi 211, 212, and 213. Corequisite: Bi 461L.

**Bi 462/562 Biology of the Higher Invertebrates**

4 credits

Introduces invertebrates, with emphasis on marine phyla. Includes the classification, structure, natural history, and ecology of higher invertebrates (marine worms to octopi). Two lectures and two 3-hour laboratories. Overnight field trip to the coast required. Prerequisites: Bi 211, 212, and 213. Corequisite: Bi 462L.

**Bi 466/566 Entomology**

4 credits

Addresses the morphology, physiology, behavior, ecology, and classification of insects. Covers current trends in pest management strategies. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, and 213. Corequisite: Bi 466L.

**Bi 470/570 Herpetology**

4 credits

Explores the ecology, behavior, adaptations, and identification of reptiles and amphibians. Two lectures and one 5-hour laboratory. Weekend field trips required. Prerequisite: Bi 317. Corequisite: Bi 470L.

**Bi 471/571 Ornithology**

4 credits

Examines the diversity, origins of birds and bird flight, structural and physiological adaptations, reproduction, migration, and other aspects of avian behavior and ecology. Includes fieldwork in visual and auditory recognition of birds and the study of their habits. Two lectures, one 4-hour laboratory, and field trips (including some on weekends). Prerequisite: Bi 317. Corequisite: Bi 471L.

**Bi 475/575 Aquatic Ecology**

4 credits

Explores the physical, chemical, and biological properties of freshwater environments. Emphasizes field sampling, laboratory analyses, and identification of major taxonomic and functional groups of aquatic organisms. Three lectures and one 3-hour laboratory. Weekend field trips required. Prerequisite: Bi 340. Corequisite: Bi 475L.

**Bi 480/580 Animal Behavior**

4 credits

Covers classical and current concepts and controversies regarding animal behavior, including individual and social behavioral patterns of vertebrates and invertebrates. Three lectures and one 3-hour laboratory. Bi 317 recommended. Prerequisites: Bi 211, 212, and 213. Corequisite: Bi 480L.

**Bi 485/585 Scanning Electron Microscopy**

4 credits

Explores the theory and practice of scanning electron microscopy, with emphasis on the preparation of biological materials. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213 and an additional year of upper division biological science. Corequisite: Bi 485L.

**Bi 490 Senior Research in Organismal Biology**

4 credits

Topics may vary with instructor. Focuses on scientific inquiry related to organismal biology. Students conduct an independent literature review and an experimental or observational investigation; write a scientific report; and deliver an oral presentation to faculty and peers. Satisfies the biology capstone requirement. Prerequisites: Senior standing, Mth 243, and Bi 314 or 331.

**Bi 491 Senior Research in Cell and Molecular Biology**

4 credits

Topics may vary with instructor. Focuses on scientific inquiry related to cell or molecular biology. Students conduct an independent literature review and an experimental or observational investigation; write a scientific report; and deliver an oral presentation to faculty and peers. Satisfies the biology capstone requirement. Prerequisites: Senior standing, Mth 243, and Bi 341.

**Bi 492 Senior Research in Ecology and Evolutionary Biology**

4 credits

Topics may vary with instructor. Focuses on scientific inquiry related to ecology or evolution. Students conduct an independent literature review and an experimental or observational investigation; write a scientific report; and deliver an oral presentation to faculty and peers. Satisfies the biology capstone requirement. Prerequisites: Senior standing, Mth 243, and Bi 340.

**GRADUATE COURSES****Bi 522 Techniques of Field Interpretation**

3 credits

Introduces elements of lesson design and field techniques useful for gathering information relevant to ecosystems and human impact. In addition to designing and teaching lessons, students develop activities in which others engage in learning about natural resources and resource use. Summers only.

**Bi 523 Natural History of the Pacific Northwest**

3 to 9 credits

Ten-day natural history summer expedition. Includes camping and hiking trips to study the biotic and geologic processes in the landscape and the influence of humans on the land. Destinations change yearly and include the high deserts, the mountains and plateaus of central Oregon, coastal forests and shores, and the Cascades and Klamath Mountains. May be repeated for up to 6 credits. Prerequisite: Instructor consent.

**Bi 590 Natural Resource Management**

3 credits

Intensive field course examining the ecology and management practices of the forest, water, fisheries, range, and other natural resources based on field trips and discussions with local experts. Explores current resource issues and provides information, ideas, and contacts for the development and implementation of an interpretive program. Summers only.

**Bi 591 Interpretive Practices**

3 credits

Intensive field course offering an introduction to interpretive techniques. Includes interpretive talks, guided walks, self-guided nature trails, slide shows, interpretive signage, and living history demonstrations. Emphasizes visits to local interpretive sites and the development of activities. Summers only.

**Bi 592 Environmental Education Internship**

1 to 3 credits

Involves a supervised work experience in a group such as the Environmental Education Center, where the work is relevant to environmental education. The student keeps records during the internship, then gives a written report and an oral presentation to students in the Environmental Education program and other interested students and faculty.

**Business**

Central 141A

541-552-6484

[www.sou.edu/business](http://www.sou.edu/business)

Interim Dean: Sebastian Sanzberro

Chair: René Leo E. Ordoñez

Professors: Curtis J. Bacon, John Laughlin,

René Leo E. Ordoñez, Dennis Powers

Associate Professors: Andy Dungan,

Jon Harbaugh, Charles Jaeger,

Carol Nemec-Wirt, Mark Siders,

Milan ("Kip") Sigetich

Assistant Professors: Susan Cain, Al Case,

Donna Lane, Joan McBee, Katie Pittman,

Elizabeth Shelby, Dennis Slattery

**Introduction**

SOU's School of Business is friendly enough to know your name, professional enough to attract quality students and faculty, and flexible enough to keep up with the dynamic demands the business world places on universities and students.

At SOU, we're changing the way we do business. The School of Business has heard the demand from employers for graduates who can write clearly, think critically, and work in groups, and who are aware of the social issues facing business here and abroad. We have been able to move quickly to meet this demand for several reasons:

1. Our small class sizes facilitate group work and discussion.
2. Our classrooms are well-equipped with complete multimedia capabilities.
3. Our faculty is well-educated, friendly, flexible, and dedicated to providing our students with the best possible education.

Our students don't sit back and watch the world go by. They bring to school an entrepreneurial attitude, to which we add a structure and a plan. In Orientation to the School of Business (BA 201), students are presented with a framework of the core business courses at the beginning of their business study. This course includes highlights of the important topics covered in each class, and students are encouraged to challenge faculty members to address these topics in a meaningful fashion. Students complete their business education with a comprehensive business plan as a capstone project. The plan clearly demonstrates the writing, thinking, social, and business skills students have acquired and refined while working in SOU's School of Business.

**Mission**

The mission of the School of Business is to prepare students for challenging, socially responsible careers in a dynamic, globally competitive business environment. As part of a contemporary liberal arts and sciences university, the School of Business integrates a solid foundation in the liberal arts and sciences with the primary areas of business administration. The school emphasizes excellence in teaching, individual advising, and flexible course scheduling. Programs are readily accessible to students via multiple locations, and small class sizes allow for significant interaction between professors and students. Elements essential to the mission include:

1. A coherent, integrated curriculum that emphasizes the increasingly global nature of the business environment, ethical conduct in business decision making, and technological competency.
2. A requirement that students show an ability to communicate in a clear, concise, and professional manner. These communication skills are demonstrated and refined through oral class presentations, written assignments, and a comprehensive business plan that serves as a senior capstone project.
3. A strong foundation in the liberal arts and sciences supplemented by a required non-business minor or liberal arts enrichment area.
4. A broad variety of related academic offerings, including five business concentrations, four business co-majors, and five certificate programs.
5. A requirement that students earn internship credit or engage in practical undergraduate research, which is enhanced by ties between the School of Business and the community.
6. Programs that are accessible to all qualified students through on- and off-campus day and evening courses and a comprehensive degree completion program.
7. Faculty members who reflect a balance between theory and practice, teaching and research, and service to the University and the community.

## Degrees

BA or BS in Business Administration,  
with options in:

Accounting  
Management  
Marketing

Small Business Management

Hotel, Restaurant, and Resort Management

## Co-Majors

Business-Chemistry  
Business-Mathematics  
Business-Physics  
Music-Business

## Minors

Business Administration

Hotel, Restaurant, and Resort Management

## Certificates

Postbaccalaureate Certificate in Accounting  
Certificate in Applied Finance and Economics  
Certificate in Business Information Systems  
Certificate in Management of Human Resources  
Certificate in Interactive Marketing and E-Commerce  
Postbaccalaureate Certificate in Nonprofit Management

## Accelerated Baccalaureate Degree Program

Business administration majors may participate in the Accelerated Baccalaureate Degree Program. This selective program enables students to complete a business degree in three years. For more information, see page 155.

## Business Degree Completion Program

Joan McBee, Coordinator

The Business Degree Completion Program is designed for working people who have completed approximately two years of college coursework and who find it difficult to attend daytime classes at the Ashland campus. Classes are available in the evenings and on weekends in Medford and on the Web. Students in this program may pursue a bachelor's degree in business administration with a concentration in management. For more information, please contact Joan McBee at 541-552-8151.

## Professional Certifications

Students may take coursework to prepare for a professional certification examination. In accounting, students may prepare for the Certified Public Accountant (CPA) Examination or the Certified Management Accountant (CMA) Examination. In management, coursework is available to prepare students for the Professional in Human Resources Certificate (PHR). SOU is also a Microsoft Office Specialist (MOS) Testing Center for students enrolled in BA 283, 285, or 384. Completion of a course of study to

prepare for any certification does not guarantee receipt of the desired certificate, nor does the University offer any such assurance. Professional certification examinations in business are administered by the state of Oregon and various professional organizations.

## Teacher Licensing

Students who would like to teach business at the middle school or high school level in Oregon public schools must complete a bachelor's degree in business administration before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences in the public schools prior to application to the MAT program are required.

## Student Groups

The Accounting Students Association (ASA)  
American Humanics Student Association (AHSA)  
The American Marketing Association (AMA)  
The Hospitality Management Association (HMA)  
The Human Resource Management Association (HRMA)

## Accreditation

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

## Facilities

The School of Business has equipped its classrooms with complete multimedia capabilities. The school's thirty-station microcomputer lab is available exclusively for classroom teaching and individual use by business administration majors. In addition, these students enjoy access to computers at the Computing Services Center and Hannon Library.

The school also houses a presentation room equipped with multimedia capabilities, including built-in microphones, surround sound, videotaping, and an electronic white board. The presentation room is not only technologically equipped, but it is also professionally designed and decorated.

## Degree Programs

Students who have been admitted to SOU may take any lower division (100- or 200-level) course in business administration if they have met the course prerequisites. Students who anticipate declaring a major in business are classified as premajors until they are admitted to the School of Business. All business premajors and majors should contact the School of Business office in CE 144 to secure a faculty advisor.

## Admission to the School of Business

Students who wish to take upper division (300-level or above) courses in business administration must first be admitted to the School of Business. For exceptions, see course descriptions and *Nonadmitted Status* below. Admission forms may be obtained from faculty advisors or the School of Business office in CE 144.

## Transfer Students

Requirements for admission to the School of Business are the same for transfer students as they are for nontransfer students (see *Requirements for Admission* below).

Students planning to transfer to the School of Business should contact the school before registering for classes. An advisor can then help with first-term enrollment.

Business administration courses successfully completed at accredited two- or four-year institutions are accepted for transfer credit. However, courses that do not correspond with existing programs in the School of Business may not count toward the 56 credits of upper division business administration courses required for the degree.

Lower division transfer courses in business administration may not be substituted for upper division business administration courses without a formal agreement with the institution from which the credits are being transferred.

Once a student has been admitted to the SOU School of Business, transfer credits in business administration will not be accepted toward degree requirements without prior written approval from the student's faculty advisor.

## Nonadmitted Status

Students in the following categories may take upper division courses in the SOU School of Business without being admitted to the school (provided they have met the prerequisites for the courses and obtained instructor consent):

1. students working toward co-major degrees in business;
2. non-business majors, including those working on a minor in business administration; and
3. students required to take specific business courses as part of a non-business major.

Some upper division courses may be taken without approval and formal admittance to the School of Business. See course descriptions for upper division business administration courses. Co-majors and computer information science (CIS) majors may obtain approval from their major advisors to take upper division courses in business administration.

## Requirements for Admission

1. Complete at least 36 credits in General Education, including the Colloquium or equivalent.
2. Complete the following non-business courses (some of these courses may also meet General Education requirements):
 

Principles of Microeconomics (Ec 201) .....	4
Principles of Macroeconomics (Ec 202) .....	4



Elementary Statistics (Mth 243) (Prerequisite for BA 282) .....	4
Complete at least one of the following mathematics courses: (4 credits)	
Precalculus I: College Algebra (Mth 111)	
Precalculus II: Elementary Functions (Mth 112)	
Elementary Linear Mathematics with Applications (Mth 158)	
Discrete Structures (Mth 235)	
Calculus I, II, III (Mth 251, 252, 253)	
Linear Algebra (Mth 261)	

- Complete lower division business core courses:  
Business Computer Applications (BA 131) ... 4  
Orientation to the School  
of Business (BA 201) ..... 1  
Accounting Information I (BA 211) ..... 4  
Accounting Information II (BA 213) ..... 4  
Applied Business Statistics (BA 282) ..... 4

## Requirements for the Major

- Be admitted to the School of Business and complete all coursework associated with the requirements described above.
- Complete upper division business core courses:  
Principles of Marketing (BA 330) ..... 4  
Business Law (BA 370) ..... 4  
Organizational Behavior and  
Management (BA 374) ..... 4  
Operations Management (BA 380) ..... 4  
Management Information Systems (BA 382) .. 4  
Principles of Finance (BA 385) ..... 4  
Applied Business Research (BA 428)  
or Practicum (BA 409) ..... 4  
Business Planning (BA 499) ..... 4
- Complete 24–40 credits of upper division business administration coursework for one of the following options: accounting; management; marketing; small business management; or hotel, restaurant, and resort management. Options are discussed below.
- Complete coursework (21–36 credits) for:  
(1) a minor outside the School of Business or (2) a Liberal Arts Enrichment Program area as listed beginning on page 39. Most departments and all schools of the University offer minors in their disciplines. For assistance with selecting or designing a minor program, consult your School of Business advisor.
- A minimum 2.5 GPA in SOU business courses is required for graduation.
- Except for practica (BA 209 and 409), no lower division business administration core courses or upper division business administration courses may be taken P/NP.
- Fulfill baccalaureate degree requirements as stated beginning on page 19.
- Complete a total of 180 credits. Includes a minimum of 56 and a maximum of 76 credits in upper division business administration.
- Take at least 36 credits of upper division business administration courses at SOU.

## Options

Students must choose and complete one of the following five options:

### 1. Accounting

Al Case, Coordinator

Students may select from one of two tracks:

#### TRACK I: PUBLIC ACCOUNTING

(36 credits)

Track I is for students interested in careers in any area of accounting—public, private, or government.

*Required Courses (28 credits)*

Financial Reporting and Analysis I, II (BA 351, 352) .....	8
Introduction to Taxation (BA 365) .....	4
Cost and Management Accounting (BA 451) .....	4
Accounting Information Systems (BA 454) .....	4
Auditing I (BA 455) .....	4
Advanced Accounting Topics I (BA 458) .....	4

The above courses are preparatory for students seeking a public accounting license. Since Oregon requires 225 credit hours for CPA licensing, the following courses are also recommended. Two of the following courses are also included in the required 36 credits:

Financial Reporting and Analysis III (BA 353) .....	4
Auditing II (BA 456) .....	4
Advanced Taxation (BA 457) .....	4
Advanced Accounting Topics II (BA 459) .....	4
Not-for-Profit Accounting (BA 460) .....	4
Corporate Law (BA 478) .....	4

#### TRACK II: MANAGEMENT ACCOUNTING

(24 credits)

Track II is for students interested in accounting from a management and systems perspective. Students who would like to become Certified Public Accountants (CPAs) should see Track I.

*Required Courses (16 credits)*

Financial Reporting and Analysis I, II (BA 351, 352) .....	8
Cost and Management Accounting (BA 451) .....	4
Accounting Information Systems (BA 454) .....	4

*Additional courses*

Select at least 8 credits from the following:

Financial Reporting and Analysis III (BA 353) .....	4
Introduction to Taxation (BA 365) .....	4
Advanced Business Application of Databases (BA 384) .....	4
Not-for-Profit Accounting (BA 460) .....	4
Business Information Systems Design (BA 484) .....	4
Advanced Management Information Systems (BA 497) .....	4

### 2. Management

René Leo E. Ordoñez, Coordinator

(24 credits)

In addition to the two required courses in this option, students may select any combination of four additional business management courses. Students specializing in financial, operations, or human resource management should discuss this with an advisor to ensure they select four courses that conform to their area of interest.

*Required Courses (8 credits)*

Business Policy and Strategy (BA 427) .....	4
Business Ethics (BA 476) .....	4

*Electives (16 credits)*

Choose four of the following electives:

Business, Government, and Nonprofits (BA 320) ..	4
Advanced Business Application of Databases (BA 384) .....	4
Seminar: Various Topics (BA 407) .....	TBD
Not-for-Profit Accounting (BA 460) .....	4
Financial Markets and Institutions (BA 470) .....	4
Financial Management (BA 471) .....	4
Investments (BA 472) .....	4
International Financial Management (BA 473) .....	4
International Business (BA 477) .....	4
Corporate Law (BA 478) .....	4
Small Business Start-up and Management (BA 479) .....	4
Introduction to Nonprofit Theory and Management (BA 480) .....	4
Principles of Human Resource Management (BA 481) .....	4
Labor Relations (BA 482) .....	4
Business Information Systems (BA 484) .....	4
Compensation Management (BA 485) .....	4
Personnel Selection and Appraisal (BA 486) .....	4
Health, Safety, and Risk Management (BA 487) ....	4
Advanced Management Information Systems (BA 497) .....	4
Women's Issues in Management (BA 498) .....	4

### 3. Marketing

Mark Siders, Coordinator

(24 credits)

*Required Courses (12 credits)*

Promotion Policy (BA 332) .....	4
Marketing Channels Management and Pricing Strategy (BA 441) .....	4
Product Policy (BA 444) .....	4

*Elective Courses (12 credits)*

Choose three of the following electives:

Consumer Motivation and Behavior (BA 331) .....	4
Sales Management (BA 434) .....	4
Direct Marketing (BA 435) .....	4
Internet Marketing and E-Commerce (BA 436) .....	4
Business Marketing (BA 445) .....	4
Retail Management (BA 446) .....	4
International Marketing (BA 447) .....	4
Small Business Start-up and Management (BA 479) .....	4

### 4. Small Business Management

Donna Lane, Coordinator

(24 credits)

Students who will be working in the small business environment need a broad range of functional skills. This concentration requires two small business capstone courses and a selection of upper division accounting, management, and marketing courses.

*Required Courses (8 credits)*

Business Policy and Strategy (BA 427) .....	4
Small Business Start-up and Management (BA 479) .....	4

*Elective Courses (16 credits from at least two areas)*

#### Accounting Area (0–8 credits)

Introduction to Taxation (BA 365) .....	4
Cost and Management Accounting (BA 451) .....	4
Accounting Information Systems (BA 454) .....	4

#### Management Area (0–8 credits)

Advanced Business Application of Databases (BA 384) .....	4
--	---

Corporate Law (BA 478).....	4
Principles of Human Resource Management (BA 481).....	4
Personnel Selection and Appraisal (BA 486).....	4

**Marketing Area (8–12 credits)**

Promotion Policy (BA 332).....	4
Direct Marketing (BA 435).....	4
Internet Marketing and E-Commerce (BA 436).....	4
Marketing Channels Management and Pricing Strategy (BA 441).....	4

Business Marketing (BA 445).....	4
Retail Management (BA 446).....	4

In addition, a maximum of 4 credits of BA 401, 407, or 409 may be used; it must be approved by the small business management coordinator.

**5. Hotel, Restaurant, and Resort Management**

René Leo E. Ordoñez, Coordinator

(24 credits)

Intended for students interested in increasing their understanding of the hospitality industry.	
Hotel and Motel Operations (BA 310).....	4
Food and Beverage Management (BA 311).....	4
Hospitality and Tourism Marketing (BA 312).....	4
See your advisor to select three additional approved upper division business administration courses.....	12

In addition to the above coursework, students are required to complete 400 hours of hospitality or tourism-related work experience. Of this 400 hours, a minimum of 200 hours must be in a paid position. The remaining 200 may be in community or campus unpaid service. Students are encouraged to participate in both paid and unpaid positions.

**SAMPLE CURRICULUM PRE-BUSINESS ADMINISTRATION MAJOR**

(181 credits)

	Credits by Term		
<b>First Year</b>	<b>F</b>	<b>W</b>	<b>S</b>
Colloquium (Core 101–103)	4	4	4
Math	0	0	4
General Education sequence	4	4	0
Micro and Macroeconomics	0	4	4
Business Computer Apps.	4	0	0
Minor or elective courses	0	4	4
Total credits by term	12	16	16

	Credits by Term		
<b>Second Year</b>	<b>F</b>	<b>W</b>	<b>S</b>
Orientation to the School of Bus. 1	0	0	0
Principles of Accounting	0	4	4
Elementary Statistics	4	0	0
Applied Business Statistics	0	4	0
General Education sequence	4	4	0
Minor courses	4	4	8
Free elective courses	4	0	4
Total credits by term	17	16	16

**SAMPLE CURRICULUM BUSINESS ADMINISTRATION MAJOR**

	Credits by Term		
<b>Third Year</b>	<b>F</b>	<b>W</b>	<b>S</b>
300-level BA core courses	8	8	8
General Education synthesis	4	4	4
Minor or free elective courses	4	4	0
Total credits by term	16	16	12

	Credits by Term		
<b>Fourth Year</b>	<b>F</b>	<b>W</b>	<b>S</b>
Upper division BA courses	8	8	8
Internship or Business Research	4	0	0
Business Planning	0	4	0
Minor or free elective courses	4	4	4
Total credits by term	16	16	12

**Liberal Arts Enrichment Program**

In place of a non-business minor, a student may select a preapproved interdepartmental course grouping with at least 24 credits, including at least 12 credits of upper division coursework drawn from one of the school's established course grouping lists. Courses taken for General Education may also be counted toward this requirement.

Following are the five approved enrichment groupings:

**INTERNATIONAL PERSPECTIVE ENRICHMENT AREA**

This area is for students interested in expanding their understanding of other regions and cultures.

*Required Courses (12 credits)*

Communication Across Cultures (Comm 200).....	4
Survey of World Regions (Geog 103).....	4
World Politics (IS 350).....	4

*Electives*

Select at least 12 credits from the following:

Alternative Versions of Capitalism (Ec 350).....	4
History of Latin America (Hst 351, 352).....	4–8
International Scene (IS 250).....	4
Introduction to the International Economy (IS 320).....	4
Culture, Identity, and Communication (Comm 460).....	4
Sociology of Globalization (Soc 345).....	4

Other courses may be approved by advisor.

**CULTURAL DIVERSITY ENRICHMENT AREA**

This area is for students wishing to increase their knowledge and understanding of ethnic groups and women in the United States.

*Required Courses (8 credits)*

The Sociological Imagination (Soc 204).....	4
Cultural Anthropology: Perspectives on Humanity (Anth 213).....	4

*Electives*

Select at least 16 credits from the following:

Women in Society: Introduction to Women's Studies (WS 201).....	4
American Society (Soc 205).....	4
Social Issues and Social Policy (Soc 305).....	4
American Culture (Anth 310).....	4
Cultures of the World (Anth 319).....	4
Racial and Ethnic Relations (Soc 337).....	4
Contemporary Issues in Native North America (Soc 338).....	4
Native American History (Hst 383).....	4
Psychology of Women (Psy 492).....	4
Pacific Cultures (Anth 317).....	4
Native North America (Anth 318).....	4

Other courses may be approved by advisor.

**LANGUAGE AND CULTURE ENRICHMENT AREA**

This area is for students interested in acquiring conversational language skills and learning about a different culture. The requirements below must be attained in one language. A student's first language may not be used. (Note: If a required 201, 202, or 203 class is waived by your language placement exam, you may substitute an approved upper division course in that language in order to complete the required 24 credits.)

French: Complete Fr 201, 202, 203 and a minimum of 12 approved upper division credits in French.....	24
German: Complete GL 201, 202, 203 and a minimum of 12 approved upper division credits in German.....	24
Spanish: Complete Span 201, 202, 203 and a minimum of 12 approved upper division credits in Spanish.....	24

**MARKETING COMMUNICATION ENRICHMENT AREA**

This area is for students wishing to increase their communication knowledge and skills.

*Lower Division Courses*

Select three of the following:

Interpersonal Communication (Comm 125).....	4
Public Speaking (Comm 210).....	4
Small Group Communication (Comm 225).....	4
Photography I (Art 240).....	4
Introduction to Graphic Design (Art 144).....	4
Creative Writing (Wr 241, 242).....	4 each

*Upper Division Courses*

Select four of the following:

Advanced Public Speaking (Comm 310).....	4
Interviewing and Listening (Comm 330).....	4
Persuasion (Comm 342).....	4
Gender and Human Communication (Comm 425).....	4
International Communication (Comm 441).....	4
Negotiation and Conflict (Comm 455).....	4
Gender, Race, and Media (Comm 470).....	4
History of Mass Media (Comm 471).....	4
Organizational Communication (Comm 475).....	4
Mass Media Law (Comm 481).....	4
Mass Media Ethics (Comm 491).....	4

Other courses may be approved by advisor.

**ENVIRONMENTAL ENRICHMENT AREA**

This area is for students who are interested in increasing their knowledge and understanding of environmental problems and issues.

*Lower Division Courses*

Select three of the following:

Wildlife Biology (Bi 125).....	3
Environmental Chemistry (Ch 101).....	4
Environmental Geology (G 260).....	4
Introduction to Economic Geography (Geog 206).....	4

*Upper Division Courses*

Select four of the following:

Metals and Civilization (G 330).....	3
Environmental Geology (G 360).....	4
Advanced Economic Geography (Geog 416).....	4
Environmental Economics (Ec 315).....	4
Benefit-Cost Analysis in Project Assessment (Ec 364).....	4
Energy and the Environment (Ph 308).....	3

Other courses may be approved by advisor.

## Co-Major Degrees

Four co-major baccalaureate degrees provide in-depth coursework in business and another discipline without the more extensive requirements involved in obtaining a degree in each discipline.

### BUSINESS-CHEMISTRY

Advisors: Jon Harbaugh (Business)  
and Steven Petrovic (Chemistry)

### BUSINESS-MATHEMATICS

Advisors: Curtis J. Bacon (Business)  
and Dusty Sabo (Mathematics)

### BUSINESS-PHYSICS

Advisors: Jon Harbaugh (Business)  
and Panos Photinos (Physics)

### MUSIC-BUSINESS

Advisors: Curtis J. Bacon (Business)  
and Terry Longshore (Music)

For more information on a co-major, see the individual program listing in *Academic Programs*.

## Minors

### BUSINESS ADMINISTRATION

Mark Siders, Coordinator

(24 credits)

This minor is intended to give students majoring in other disciplines an understanding of the primary functions within a business. Students enrolling in the minor are expected to be computer literate (CS 115 or BA 131) and to have completed an introductory statistics course. While not required, students minoring in business are encouraged to also have a School of Business advisor.

#### Required Courses (16 credits)

Accounting Information I (BA 211) .....	4
Accounting Information II (BA 213) .....	4
Principles of Marketing (BA 330) .....	4
Organizational Behavior and Management (BA 374) .....	4

#### Elective Courses (8 credits)

Choose two approved upper division business administration courses.

### HOTEL, RESTAURANT, AND RESORT MANAGEMENT

René Leo E. Ordoñez, Coordinator

(24 credits)

Intended for students who have a strong interest in the hospitality industry but are majoring in other disciplines. Students enrolling in the minor are expected to be computer literate and to have completed an introductory statistics course.

#### Required Courses (24 credits)

Hotel and Motel Operations (BA 310) .....	4
Food and Beverage Management (BA 311) .....	4
Hospitality and Tourism Marketing (BA 312) .....	4
See your advisor to select three additional approved upper division business administration courses. ....	12

In addition to the above coursework, students are required to complete 400 hours of hospitality/tourism-related work experience. Of this

400 hours, a minimum of 200 hours must be in a paid position. The remaining 200 may be in community or campus unpaid service. Students are encouraged to participate in both paid and unpaid positions.

## Certificates

### Postbaccalaureate Certificate in Accounting

The Postbaccalaureate Certificate in Accounting is for students with a baccalaureate degree who wish to complete coursework to prepare for the Certified Public Accountant (CPA) or other certification examinations in accounting. The Certificate in Accounting Program has been developed for a variety of career objectives, including CPA, CMA, and government and industrial accounting. For more information on the Postbaccalaureate Certificate in Accounting, see *Certificates* on page 151.

### Certificate in Applied Finance and Economics

The Certificate in Applied Finance and Economics (CAFE) is offered jointly by the School of Business and Department of Economics. The program is open to all students. In size and scope, the certificate is between a minor and a major. To be awarded a CAFE, students must meet CAFE program requirements and SOU requirements for a BA or BS degree or the transfer equivalent. For more information on the Certificate in Applied Finance and Economics, see *Certificates* on page 151.

### Certificate in Business Information Systems

The Certificate in Business Information Systems (CBIS) is offered jointly by the School of Business and the Computer Science Department. The program is open to all students. In size and scope, the certificate is between a minor and a major. To be awarded an Accounting Information System (AIS) Certificate or a Management Information Systems (MIS) Certificate, students must meet CBIS requirements and SOU requirements for a BA or BS degree or the transfer equivalent. For more information on the Certificate in Business Information Systems, see *Certificates* on page 151.

### Certificate in Management of Human Resources

The School of Business, the Department of Psychology, and the Department of Communication collaboratively offer the Certificate in Management of Human Resources (CMHR). The CMHR program is open to current upper division undergraduate, graduate, and postbaccalaureate students, as well as professional development individuals with significant management experience. To be awarded the Certificate in Management of Human Resources, students must meet the 36-credit course requirements listed in the *Certificates* section on page 151.

### Certificate in Interactive Marketing and E-Commerce

The School of Business, Department of Computer Science, Department of Art, and Applied Multimedia Program collaboratively offer the Certificate in Interactive Marketing (CIM) and E-Commerce. The program is open to anyone

with a bachelor's degree and to SOU students in any department with an interest in the new technologies that are personalizing the marketing of many products and services through direct-response advertising, direct mail, and the Internet. This certificate is designed to help students and working professionals obtain the skills needed to bridge the gap between marketing and information technology departments in this new environment. To be awarded the Certificate in Interactive Marketing and E-Commerce, students must meet the 36-credit course requirements listed in the *Certificates* section on page 151.

### Postbaccalaureate Certificate in Nonprofit Management

The Postbaccalaureate Certificate in Nonprofit Management is a cross-disciplinary program open to all students. Upon completion of the program, students earn the nationally recognized Certificate in Nonprofit Management from American Humanics, an organization representing a consortium of nonprofits, universities, and colleges. The program is open to undergraduates, graduates, and postbaccalaureate students. Building on the education obtained through their majors, students acquire the additional knowledge they need to enter management positions within nonprofit organizations. To be awarded a certificate, students must meet program requirements consisting of 28 credits of coursework, participation in a student organization, and completion of a 300-hour nonprofit internship. Program credits comprise seven courses that include mandatory coursework and electives. Students may complete program coursework through General Education and courses taken in conjunction with their majors. For more information on the Postbaccalaureate Certificate in Nonprofit Management, see *Certificates* on page 151.

## Business Administration Courses

### LOWER DIVISION COURSES

#### BA 110 Business, Government, and Society 4 credits

Surveys the interrelationships among business, government, and society and how they affect individuals and managers. Explores how societal conditions are continually altered by historical forces reshaping the economic, cultural, political, technological, and ecological terrain on which individuals and managers operate, as well as the force of the stakeholders, who are increasingly challenging traditional ideas about organizational ethics and social responsibility. Approved for General Education (Explorations). (Cross-listed with PS 111.)

#### BA 111 Introduction to Business 4 credits

Surveys business organizations, operations, and management and orients students to the major functional areas of business. Recommended for freshmen and sophomores without significant business experience.



**BA 131 Business Computer Applications**

4 credits

Introduces students to basic computer concepts, software applications, and hardware processing. Students acquire basic competency by using microcomputer applications in operating environments, word processing, spreadsheets, and presentation software. Instruction methods include lecture, demonstration, and hands-on application. Required business core course to be taken in the freshman year.

**BA 199 Special Studies**

Credits to be arranged

**BA 201 Orientation to the School of Business**

1 credit

Presents an overview of business principles. Identifies and demonstrates the points at which students will gain particular knowledge during their business education. Introduces the School of Business concentrations, core class topics and objectives, writing and presentation standards, the business plan capstone, and the faculty. Required business core course to be taken in the sophomore year.

**BA 209 Practicum**

Credits to be arranged

**BA 211, 213 Accounting Information I, II**

4 credits

Examines the uses of fundamental accounting information for both internal and external economic decision making. Students consider financial and managerial accounting concepts from the perspectives of owners, managers, creditors, and investors. Prerequisite for BA 211: BA 131. Prerequisite for BA 213: BA 211.

**BA 282 Applied Business Statistics**

4 credits

Covers statistical techniques and concepts used in analyzing collected data or predicting future business outcomes. Stresses an understanding and application of hypothesis testing, regression, time series, chi square, and other nonparametric techniques. The case method is used to apply statistical techniques to business data incorporating computer analysis. Prerequisite: Mth 243.

**BA 283 Advanced Business Applications of Word Processing and Electronic Presentations**

4 credits

Advanced course covering all aspects of word processing and presentations, including creating and formatting paragraphs and pages, complex tables, styles and templates, envelopes and labels, outlines, drawing tools, and professional-looking presentations. Prerequisite: BA 131 or CS 115.

**BA 285 Advanced Business Application of Spreadsheets**

4 credits

Advanced course covering all aspects of spreadsheets, including entering formulas; working with functions, formats, styles, and templates; creating and modifying charts; using spreadsheets as databases; creating pivot tables; recording macros; and using auditing and collaborative tools. Prerequisite: BA 131 or CS 115.

**UPPER DIVISION COURSES****BA 310 Hotel and Motel Operations**

4 credits

Explores the organization and operations of hotels and their various departments, with emphasis on the techniques and tools of management. Introduces students to technology-based property management systems and their application to hotels.

**BA 311 Food and Beverage Management**

4 credits

Focuses on the principles of food and beverage management, from concept to operation. Provides a detailed overview of the components of food service systems, including purchasing, menu-planning, production, service, sanitation, cost controls, and quality assurance.

**BA 312 Hospitality and Tourism Marketing**

4 credits

Focuses on how the special nature of service affects the development of marketing strategies in hospitality and tourism organizations. Emphasizes key variables in corporate and property-level management and their proper application to developing strategic and marketing plans.

**BA 320 Business, Government, and Nonprofits**

4 credits

Looks closely at the underlying principles, values, and prescribed role of the for-profit sector, the public sector, and the nonprofit sector primarily in American society. The sector the organization resides in affects how an organization acts, responds, creates relationships, and uses resources. Explores the coordination, cooperation, collaboration, and necessary relationships among the sectors. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**BA 330 Principles of Marketing**

4 credits

Introduces the establishment of a specific target market and the subsequent development of a product or service, pricing strategies, promotional strategies, and channels of distribution designed to satisfy the needs of the market.

**BA 331 Consumer Motivation and Behavior**

4 credits

Applies psychological, sociological, and business principles to the explanation of consumer behavior. Explains the marketing strategy plan through examination of motivation, perception, and learning principles. Discusses consumer behavior case problems. Prerequisite: BA 330.

**BA 332 Promotion Policy**

4 credits

Addresses advertising and promotion from the viewpoint of influential beliefs, attitudes, intentions, and behavior. Covers advertising and promotions, personal sales, public relations, publicity, and other communication tools. Examines television, radio, newspapers, magazines, out-of-home, direct mail, and interactive media, including the Internet. Uses practical exercises for planning and designing an integrated marketing campaign using multiple me-

dia. Students are given opportunities to make managerial decisions about how to communicate with consumers. Prerequisite: BA 330.

**BA 351, 352, 353 Financial Reporting and Analysis I, II, III**

4 credits each

Provides a comprehensive study of generally accepted accounting principles and conventional procedures for the measurement of income and the presentation of financial data. Emphasizes accounting theory, significant business transactions, and the preparation of general-purpose financial statements. Courses must be taken in sequence. Open to nonadmitted students. Prerequisite for BA 351: BA 211. Prerequisites for BA 352 and 353: BA 211, 213, and 351.

**BA 365 Introduction to Taxation**

4 credits

Provides an overview of federal taxation. Emphasizes the taxation of individuals and sole proprietorships.

**BA 370 Business Law**

4 credits

Examines the fundamental subject areas of tort liabilities (both personal and property damage), contracts, and cyberlaw from both business and consumer viewpoints. The investigation of torts addresses negligence, warranty (when purchasing items), and product liability theories, with the typical defenses that are made. The coverage of general contract law is oriented toward analyzing whether or not deals are legally valid. The cyberlaw areas addressed cover basic principles of Internet law and their application.

**BA 374 Organizational Behavior and Management**

4 credits

Provides an introductory survey of management principles. Students develop an understanding of all managerial types—domestic and international, public and private, small and large. Applies a systems approach to the managerial functions of planning, leading, organizing, controlling, and staffing.

**BA 380 Operations Management**

4 credits

Studies service and manufacturing industries, with an emphasis on management applications. Students use computers for problem solving when applicable. Topics include quality concepts, just-in-time, productivity, product design, scheduling, forecasting, capacity planning, facility layout, work measurement and design, and materials requirements planning. Prerequisite: Mth 243.

**BA 382 Management Information Systems**

4 credits

Applies information science to business problem topics, including basic information system design and database concepts, information economics and decision making, systems management, and strategic issues. The case method is used to develop analytical and presentation skills in information systems topics. Participants should be familiar with basic computer applications.

**BA 384 Advanced Business Application of Databases**

4 credits

Advanced course in all aspects of databases, including creating a database; entering and editing data; creating queries, forms, and reports; and automating a database with macros. Prerequisite: BA 382.

**BA 385 Principles of Finance**

4 credits

Presents the fundamentals of time-value-of-money and the application of net present value decision-making techniques. Topics may include the valuation of stocks and bonds, capital budgeting, the principles of risk and return, and the cost of capital and capital structure. (Cross-listed with PS 385.)

**BA 399 Special Studies**

Credits to be arranged

**BA 405/505 Reading and Conference**

Credits to be arranged

Supervised work in some field of special application and interest. Subject must be approved by the faculty member in charge. Prerequisite: Instructor consent.

**BA 407/507 Seminar**

Credits to be arranged

**BA 409/509 Practicum**

Credits to be arranged

Usually taken in the senior year.

**BA 410/510 Special Topics**

1 to 2 credits

**BA 427 Business Policy and Strategy**

4 credits

Comprehensive concluding course for all management students. Presents the basic processes required to analyze, plan, and implement business strategy in a competitive market system. Emphasizes the development of skills for integrating complex data into a plan of action used to direct a firm. Concepts learned in management, marketing, operations management, finance, accounting, and economics courses are used to analyze case studies and development plans. Prerequisites: BA 330, 370, 374, 380, 382, 385.

**BA 428 Applied Business Research**

4 credits

Analyzes decision-making tools and research methodology in retail, service, community, and industry. Students apply research methods and procedures, problem identification, data collection, data analysis, and recommended solutions to real organizational situations and projects. Prerequisites: BA 330, 370, 374, 380, 382, 385.

**BA 434/534 Sales Management**

4 credits

Explores the activities involved in managing a sales force. Includes recruiting, selection, training, compensation, supervision, and motivation. Planning areas comprise forecasting, budgeting, and territories. Also examines sales analysis and control. Prerequisite: BA 330.

**BA 435/535 Direct Marketing**

4 credits

Advanced course in techniques and practices of one-to-one marketing to end-user consumers and businesses, including catalog, telemarketing, and direct mail. Includes customer relationship management, CRM and methods of advertising, database management, distribution or fulfillment, and measurements of performance and customer value. Also covers direct marketing for nonprofit organizations. Uses local direct marketing companies as examples. Open to nonadmitted business students and non-business majors. Applies to the Certificate in Interactive Marketing and E-Commerce. Prerequisite: BA 330.

**BA 436/536 Internet Marketing and E-Commerce**

4 credits

Advanced course in marketing goods and services in cyberspace. Extends the database development and relationship marketing skills taught in BA 435 to e-commerce and the Internet. Subjects include the increasing trend toward one-to-one marketing, Internet infrastructure, digital technology, the potential for building powerful online communities, personalization, online advertising, brand-building, product development, online pricing, customer support, transaction processing, and fulfillment. Uses local Internet marketing companies and dotcom cases as examples. Open to non-admitted business students and non-business majors. Applies to the Certificate in Interactive Marketing and E-Commerce. Prerequisites: BA 330 and 435.

**BA 441/541 Marketing Channels Management and Pricing Strategy**

4 credits

Covers the formulation of channel objectives and strategies, along with the appropriate tactics, policies, and practices. Emphasizes factors to consider when choosing channel intermediaries and the elements involved in an effective physical distribution system. Addresses marketing functions commonly assigned to or shared with intermediaries and issues pertaining to inventory distribution and control, order processing, customer service, and the establishment of cost-effective transportation systems. Pricing strategy includes the rationale for setting prices for products at all points in the product lifecycle. Includes analysis of discount strategies. Particular emphasis is on a total system approach, viewed from a managerial perspective with practical business applications. Prerequisite: BA 330.

**BA 444/544 Product Policy**

4 credits

Analyzes the processes, organizational interactions, and strategic concepts governing the development of new products and services. Involves the formation of rough ideas through market and financial analysis for the development and marketing of a product. Includes strategies and tactics for managing products over the entire lifecycle. Prerequisite: BA 330.

**BA 445/545 Business Marketing**

4 credits

Examines the significant differences between marketing to industrial organizations and consumer retailing. Focuses on industrial buying practices, market segmentation techniques, formation of an effective marketing mix, and the impact of technology and innovation on marketing strategy. Prerequisite: BA 330.

**BA 446/546 Retail Management**

4 credits

Examines market strategy planning for retail management. Major emphasis is on small- to medium-sized retail business plans. Discusses retail management case problems. Prerequisites: BA 330 and 331.

**BA 447/547 International Marketing**

4 credits

Examines the managerial marketing policies and practices of firms marketing their products and services in foreign countries. Provides an analytical survey of institutions, functions, policies, and practices in international marketing. Emphasizes marketing activities as they relate to market structure and the marketing environment. Prerequisite: BA 330.

**BA 451/551 Cost and Management Accounting**

4 credits

A comprehensive study of the development, presentation, and interpretation of cost information for management. Emphasizes cost behavior and control, standard costs, and cost accounting systems. Prerequisite: BA 213.

**BA 454/554 Accounting Information Systems**

4 credits

Examines systems used for the accumulation, classification, processing, analysis, and reporting of accounting data, including the controls necessary for information security, data integrity, and system auditability. Extensive use of computer applications. Prerequisite: BA 351.

**BA 455/555 Auditing I**

4 credits

Studies the auditing theory and standards followed by certified public accountants when examining the financial statements of business organizations. Covers the environment, objectives, and professional nature of auditing and the concepts of testing, sampling, evidence collection, and reporting. Prerequisite: BA 454.

**BA 456/556 Auditing II**

4 credits

Continues the study of auditing theory and standards. Includes practical application of auditing concepts and procedures; preparation of audit programs, work papers, and reports; and computerized applications for the examination of financial statements. Prerequisite: BA 455/555.

**BA 457 Advanced Taxation**

4 credits

Expands students' knowledge of federal taxation, with emphasis on the taxation of business enterprises. Covers tax reporting, as well as planning and research in the areas of corporate, partnership, estate, and gift taxation.

**BA 458/558 Advanced Accounting Topics I**

4 credits

Emphasizes accounting for mergers and acquisitions and the preparation of consolidated financial statements. May include other current topics. Prerequisite: BA 351.

**BA 459/559 Advanced Accounting Topics II**

4 credits

Topics include international accounting and the global economy, accounting for foreign currency transactions, segment and interim financial reporting, governmental accounting, and accounting for partnerships and other entities. Prerequisites: BA 351, 352.

**BA 460/560 Not-for-Profit Accounting**

4 credits

Focuses on the theory and practice of accounting and financial management for not-for-profit organizations. Helps students learn about the nature and responsibilities of financial management in the nonprofit sector. Studies accrual, modified accrual, and cash-basis accounting systems, as well as the use of fund accounting. Emphasizes understanding and interpretation of nonprofit financial statements, risk management, the art of building budgets, and the importance of financials in managing an organization and nonprofit board. Open to all majors.

**BA 470 Financial Markets and Institutions**

4 credits

Focuses on depository institutions and the financial markets in which they operate. Major topics include the level, risk, and term structure of interest rates, debt and mortgage markets, bank operations, and techniques of modern financial institutions management.

**BA 471/571 Financial Management**

4 credits

Students use case study methods as they apply the tools and techniques developed in BA 385 to solve multifaceted corporate financial problems. Case studies may involve capital budgeting, cost of capital, dividend and investment decisions, mergers and acquisitions, or multinational corporate financial decision making. Prerequisite: BA 385.

**BA 472/572 Investments**

4 credits

Analyzes investment instruments such as stocks, mutual funds, options, and other investment vehicles. Investigates the risk/return relationship and other aspects of modern portfolio theory. Also investigates efficient markets and basic stock analysis and valuation. Prerequisite: BA 385.

**BA 473/573 International Financial Management**

4 credits

Applies financial management concepts to investment, financing, and managerial control decisions undertaken by multinational firms. Emphasizes the institutional environment of monetary arrangements, financial intermediary organizations, and balance of payment considerations that affect the international flow of capital. Prerequisite: BA 385.

**BA 474/574 Cyberlaw**

4 credits

Covers fundamental legal concepts affecting the Internet and Web sites. Examines a variety of business settings and aids all majors in understanding how these considerations affect them personally. Emphasizes understanding of these concepts and what happens in the real world. Major topics include conflicts of law, Web copyrights, purchasing on the Net (returns and refunds), Web site disclaimers and protection, domain names and conflicts, cyberlaw dispute resolution, linking and deep linking, and Web site design and operating considerations.

**BA 476/576 Business Ethics**

4 credits

Provides a value analysis of the role of business and personal ethics in the organizational environment. Students are exposed to ethical theories, diverse economic systems, contemporary moral issues, actual cases, and concepts of justice and social responsibility. Open to non-admitted business students and non-business majors.

**BA 477/577 International Business**

4 credits

Introduces the international business environment. Discusses trade practices, foreign markets, public and private international institutions, and economic policies, with emphasis on the diversity and management of multinational and international businesses. Prerequisite: BA 374.

**BA 478/578 Corporate Law**

4 credits

Studies the various forms of business formation from sole proprietorships and partnerships (general and limited) to joint ventures and corporations. Explores the pros and cons of using each, including liability and risk considerations. Also covers agency law, principal and agent liability, shareholder rights, officer and director liability, and alternative dispute resolution (i.e., mediation and arbitration). Prerequisite: BA 370.

**BA 479/579 Small Business Start-up and Management**

4 credits

Surveys start-up, operational, and special issues particular to small and new enterprises. Emphasizes the assessment of critical factors that lead to successful entrepreneurship. Students apply their learning to a personal business plan. Prerequisites: BA 330, 380, and 385.

**BA 480/580 Introduction to Nonprofit Theory and Management**

4 credits

Introduces the important social, political, and economic aspects of organizations and activities in the third, or "independent," sector. The nonprofit sector is neither government nor business, but reflects an important part of our national economy. Explores the size, scope, history, and important structural dimensions of the sector as well. Addresses important aspects of nonprofit management.

**BA 481/581 Principles of Human Resource Management**

4 credits

Examines the personnel function and its relationship to the objectives of the organization. Analyzes personnel issues in selection, appraisal, and development of the work force. Surveys traditional administrative functions and trends in personnel management, including compensation and benefits, affirmative action, and grievance handling. Prerequisite: BA 374. (Cross-listed with PS 434/534.)

**BA 482/582 Labor Relations**

4 credits

Examines the laws governing employer-employee relationships, including common law, federal and state labor acts, administrative agencies, and union contracts. This legal relationship is studied within the broader context of historical trends, political policies, social expectations, and economic influences. Considers legal problems such as discrimination in employment, public employment, industrial health and safety, and minimum wages. BA 374 or Ec 325 recommended. (Cross-listed with Ec 482/582.)

**BA 484/584 Business Information Systems Design**

4 credits

Advanced course in systems development focusing on business systems. Includes a feasibility study, an analysis of a current system, a high-level and detailed design of a proposed system, and implementation procedures. Also covers post-implementation review, support, and maintenance. Prerequisite: BA 382.

**BA 485/585 Compensation Management**

4 credits

Reviews the managerial, social, and economic issues related to the payment of benefits, wages, and salaries in business organizations. Special attention is paid to tradition and inertia, competitive market theory, engineering economics, cost accounting information, and equity determinants of compensation policy. Covers applicable federal and state legislation. Demonstrates computer-assisted decision making. Prerequisite: BA 374.

**BA 486/586 Personnel Selection and Appraisal**

4 credits

Presents the staffing and development of personnel as a special problem in strategic planning and management. Treats appraisal as part of the motivation process and a way of providing feedback to management on its investment in staff. Covers applicable federal and state legislation. Prerequisite: BA 374.

**BA 487/587 Health, Safety, and Risk Management**

4 credits

Explores issues, programs, trends, costs, and analytical techniques that impact an organization's insurance and safety needs. Covers risk analysis, employment benefit plans, laws and regulations, liability exposure, health enhancement, and safety management. Practitioner-taught.



**BA 488/588 Fundamentals of Project Management**

4 credits

Provides a foundation for managing projects of all sizes for any type of organization. Covers the five traditional phases of project management and includes assessments to prepare the individual, organization, and team for project management. Introduces students to project management software and provides templates. Students apply concepts in a term project.

**BA 497/597 Advanced Management Information Systems**

4 credits

Extends prerequisite foundation knowledge and skills, establishing a greater understanding of the role of information systems in organizations. Examines advanced concepts, management issues, and technologies. Uses case studies and projects to illustrate and promote further understanding of the topics. Prerequisites: BA 131, 211, 213, 282, 382, and CS 200.

**BA 498/598 Women's Issues in Management**

4 credits

Designed for both women and men. Emphasizes the roles, concerns, and legal issues affecting female managers in public and private organizations. Uses a combination of relevant organizational behavior literature from the social sciences and humanities to raise awareness about women's issues in an organizational context. Offered only in the summer. Open to non-admitted students and non-business majors.

**BA 499 Business Planning**

4 credits

A comprehensive capstone course that integrates the concepts taught in the business core classes. Students exhibit knowledge of these concepts by developing a viable business plan for an existing business or a planned entrepreneurial endeavor. This plan progresses from the selection of a target market to the structuring of an organization at the manufacturing, wholesale, or retail level. It involves creating a strategy that provides a desired product or service to the selected market in a consistent, competitive, and profitable manner. Must have finished all other business core requirements and have at least a 2.5 GPA in business administration coursework at SOU. Prerequisites: BA 330, 370, 374, 380, 382, and 385.

**Business-Chemistry**

Central 120

541-552-6721

Jon Harbaugh (Business), Advisor

Science 259

541-552-6803

Steven Petrovic (Chemistry), Advisor

There is a variety of excellent career opportunities for persons with a thorough chemistry and business background. These include options in chemical, pharmaceutical, petroleum, electronic, food, and allied industries. In many industries involved with chemical products and processes, these opportunities comprise positions in management, marketing, sales, advertising, techni-

cal supervision, product development, and customer service. The business-chemistry program, which leads to the bachelor of arts or bachelor of science degree in business-chemistry, is designed to provide the necessary chemical and business knowledge and skills for these careers. Students should plan their coursework in close consultation with advisors from both fields.

**Requirements for the Major**

1. Business-chemistry majors are required to maintain a 2.0 GPA in upper division chemistry courses and a 2.5 GPA in all business courses.
2. All Business-chemistry majors must take the Capstone Experience (BA 499 or Ch 497, 498, 499). Students must consult their department advisor to determine the exact nature of the capstone experience.

**Chemistry Requirements***(40 credits)*

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Chemical Information (Ch 314) .....	1
Chemical Research Writing (Ch 315) .....	1
Principles of Organic Chemistry (Ch 331, 332) .....	7
Introduction to Organic Chemistry Lab (Ch 337) ..	2
Principles of Organic Chemistry Lab (Ch 338) .....	2
Introductory Biochemistry (Ch 350) .....	4
Analytical Chemistry (Ch 421) .....	3
Analytical Chemistry Lab (Ch 422) .....	1
Instrumental Analysis (Ch 425) .....	3
Instrumental Analysis Lab (Ch 426) .....	1

**Business Requirements***(40 credits)*

Business Computer Applications (BA 131) .....	4
Accounting Information I (BA 211) .....	4
Accounting Information II (BA 213) .....	4
Principles of Marketing (BA 330) .....	4
Business Law (BA 370) .....	4
Organizational Behavior and Management (BA 374) .....	4
Operations Management (BA 380) .....	4
Management Information Systems (BA 382) .....	4
Principles of Finance (BA 385) .....	4
Upper division business elective .....	4

**Supporting Courses***(35 credits)*

Precalculus I: College Algebra (Mth 111) .....	4
Precalculus II: Elementary Functions (Mth 112) ..	4
Elementary Statistics (Mth 243) .....	4
General Physics (Ph 201, 202, 203) .....	9
General Physics Lab (Ph 224, 225, 226) .....	6
Principles of Microeconomics (Ec 201) .....	4
Principles of Macroeconomics (Ec 202) .....	4

**Capstone Experience Requirement***(7-8 credits)*

Approved upper division electives .....

Complete one of the following:

Business Planning (BA 499) .....	4
Senior Project (Ch 497, 498, 499) .....	3

**Business-Mathematics**

Central 137

541-552-6487

Curt Bacon (Business), Advisor

Central 229

541-552-6145

Dusty Sabo (Mathematics), Advisor

Many sectors of business require strong quantitative analytical training. The business-mathematics co-major provides students with training in both areas.

Students should plan their programs carefully with advisors from both the Department of Mathematics and the School of Business.

**Requirements for the Major**

1. Complete the requirements specified for both math and business as shown below. No more than two of the upper division math requirements may be met with a grade below C-. Business-Mathematics co-majors are required to maintain a 2.5 GPA in all business courses.
2. All Business-Mathematics majors must take the Capstone Experience (BA 499 or Mth 490). Students must consult their department advisors to determine the exact nature of the capstone experience.

**Mathematics Requirements***(43 credits)*

Calculus (Mth 251, 252, and 281) .....	12
Linear Algebra (Mth 261) .....	4
Mathematical Perspectives (Mth 290) .....	2
Number Structures (Mth 311) .....	5
Probability (Mth 361) .....	4
Topics in Probability and Statistics (Mth 461) .....	4
Twelve additional upper division mathematics credits; at least one course must be at the 400 level and at least one must be applied. Choose applied course from Mth 321 or 421 .....	12

**Business Requirements***(40 credits)*

Business Computer Applications (BA 131) .....	4
Accounting Information I (BA 211) .....	4
Accounting Information II (BA 213) .....	4
Principles of Marketing (BA 330) .....	4
Business Law (BA 370) .....	4
Organizational Behavior and Management (BA 374) .....	4
Operations Management (BA 380) .....	4
Management Information Systems (BA 382) .....	4
Principles of Finance (BA 385) .....	4
Upper division business elective .....	4

**Supporting Courses***(12 credits)*

Principles of Microeconomics (Ec 201) .....	4
Principles of Macroeconomics (Ec 202) .....	4
Elementary Statistics (Mth 243) .....	4

**Business-Music**See *Music-Business* on page 114.

## Business-Physics

Central 120

541-552-9721

Jon Harbaugh (Business), Advisor

Science 170

541-552-6492

Peter Wu (Physics), Advisor

The contemporary world of business and industry is increasingly dependent on scientific and technical knowledge. The business-physics co-major is designed for students who wish to enter the business or industrial world with a strong technical background. The program is also flexible enough to accommodate individual career objectives. Electives are chosen in consultation with advisors from the School of Business and the Physics and Engineering Department.

### Requirements for the Major

1. Business-physics majors are required to maintain a 2.0 GPA in upper division physics courses and a 2.5 GPA in all business courses.
2. All business-physics majors must take the Capstone Experience (BA 499 or Ph 499). Students must consult their department advisors to determine the exact nature of the capstone experience.

### Physics and Engineering Requirements

(39 credits)

#### Core Requirements

Engineering Orientation: Careers, Skills, and Computer Tools I, II (Engr 101, 102).....	4
General Physics I, II, III (Ph 201, 202, 203).....	9
General Physics Lab I, II, III (Ph 224, 225, 226).....	6
Methods of Research in Physics I, II (Ph 331, 332).....	2
Modern Physics (Ph 341).....	3
Modern Physics Lab (Ph 344).....	1
Electrical Fundamentals (Engr 201).....	3
Statics (Engr 211).....	3
Upper division engineering electives .....	8

### Business Requirements

(40 credits)

Business Computer Applications (BA 131) .....	4
Accounting Information I (BA 211) .....	4
Accounting Information II (BA 213).....	4
Principles of Marketing (BA 330) .....	4
Business Law (BA 370) .....	4
Organizational Behavior and Management (BA 374) .....	4
Operations Management (BA 380) .....	4
Management Information Systems (BA 382) .....	4
Principles of Finance (BA 385).....	4
Upper division business elective .....	4

### Supporting Courses

(21 credits)

General Chemistry (Ch 201) .....	3
General Chemistry Lab (Ch 204) .....	2
Calculus I (Mth 251).....	4
Elementary Statistics (Mth 243).....	4
Principles of Microeconomics (Ec 201).....	4
Principles of Macroeconomics (Ec 202).....	4

## Chemistry

Science 203A

541-552-6471

Thomas A. Keevil, Chair

Professors: Thomas A. Keevil, Lynn M. Kirms

Associate Professors: Douglas A. Chapman,

Owen M. McDougal, Gregory T. Miller,

Steven C. Petrovic

Assistant Professors: Laura A. Hughes,

Hala G. Schepmann

Students majoring in chemistry typically enter positions in private, academic, or government laboratories, or they enroll in graduate or professional schools. There are outstanding opportunities for graduate study in chemistry. A bachelor's degree in chemistry is also excellent preparation for graduate study in a number of other fields, including business, dentistry, engineering, environmental studies, forensic science, law, medical technology, medicine, oceanography, pharmacology, teaching, and veterinary medicine.

The Committee on Professional Training of the American Chemical Society (ACS) has approved the Chemistry Department's curricular offerings, faculty, and facilities. Students who complete the approved program are certified by the American Chemical Society and become eligible for full membership in the society upon graduation.

## Degrees

BA or BS in Chemistry with options in Chemistry and Biochemistry. Additional options include American Chemical Society Certified Degrees in Chemistry, Biochemistry, and Chemical Physics

BA or BS in Business-Chemistry

BS in Environmental Studies with a Chemistry option

### Co-Major

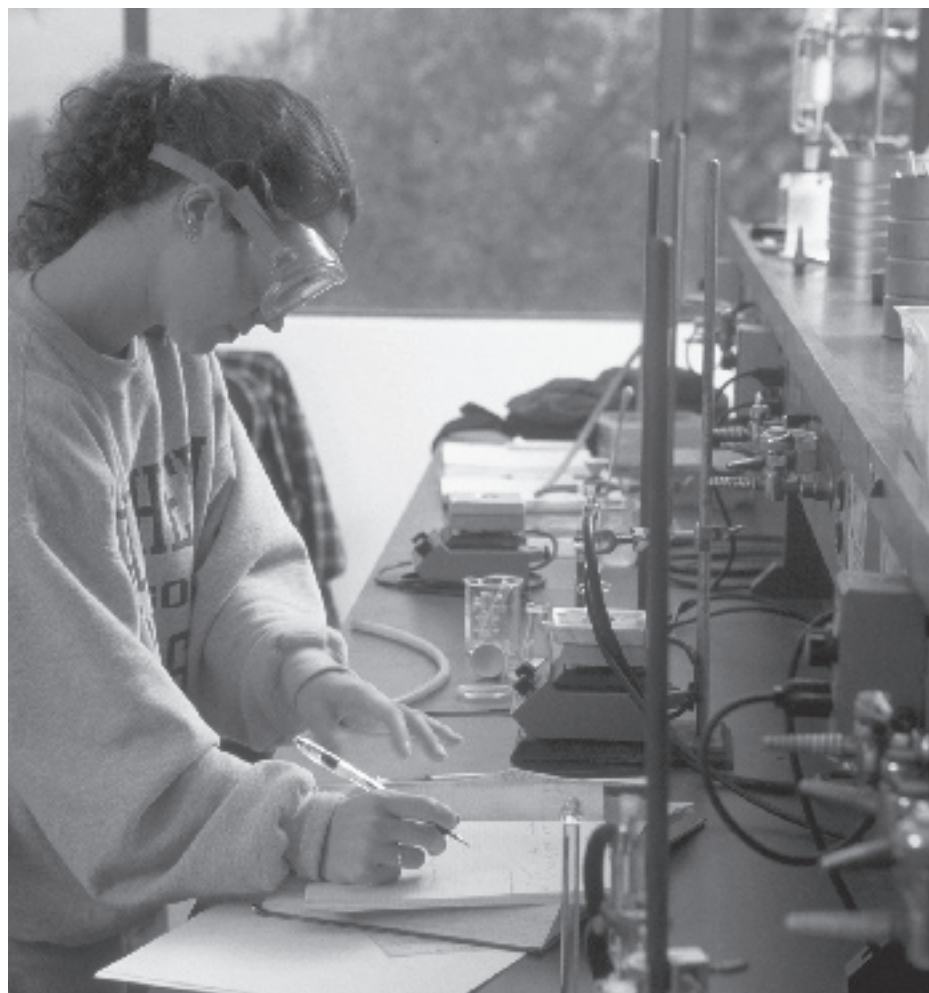
Business-Chemistry (see page 44 for a description of this program)

### Minor

Chemistry

## Choosing a Major

Students are strongly encouraged to make this decision as early as possible to ensure their degree may be completed in four years. It is generally not possible to complete the degree in four years without taking chemistry courses every year. It is also necessary to begin taking mathematics courses in the first year. Freshmen considering a chemistry major should talk to a chemistry professor immediately.



## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete the core curriculum.
3. Complete the chemistry major core courses.
4. Complete courses for one of the approved options. Students planning to attend graduate school are strongly encouraged to complete an ACS-accredited degree.
5. Maintain a 2.0 GPA in all upper division chemistry courses.
6. Complete an outcome assessment portfolio demonstrating proficiency in, but not limited to, core academics, oral and written presentations, instrument and computer skills, research, and cooperative learning.
7. The student's entire program must be approved by a chemistry advisor.

## Capstone

Students must complete the Senior Project as described under Ch 497, 498, 499. Only one of the four course sequences below may be taken simultaneously with the Senior Project.

Inorganic Chemistry (Ch 411, 414)  
 Analytical Chemistry / Instrumental Analysis (Ch 421, 422 and 425, 426, 427)  
 Physical Chemistry (Ch 441, 442, 443, 444, 445)  
 Biochemistry (Ch 451, 452, 453, 454, 455)

## Chemistry Major Core Courses

(51 chemistry credits, 12 mathematics credits)

General Chemistry (Ch 201, 202, 203)	9
General Chemistry Lab (Ch 204, 205, 206)	6
Chemical Information (Ch 314)	1
Chemical Research	
Communication I, II (Ch 315, 316)	2
Organic Chemistry (Ch 334, 335, 336)	9
Introduction to Organic Chemistry Lab (Ch 337)	2
Organic Spectroscopy (Ch 340)	3
Organic Chemistry Lab (Ch 341)	2
Computer Applications in Chemistry (Ch 371)	3
Analytical Chemistry (Ch 421)	3
Analytical Chemistry Lab (Ch 422)	1
Instrumental Analysis (Ch 425)	3
Instrumental Analysis Lab (Ch 426)	1
Physical Chemistry (Ch 441)	3
Senior Project (Ch 497, 498, 499)	3
Precalculus II: Elementary Functions (Mth 112)	4
Calculus I, II (Mth 251, 252)	8

## Chemistry Option

(7 chemistry credits, 15 physics credits)

Inorganic Chemistry (Ch 411)	4
Inorganic Chemistry Lab (Ch 414)	1
Physical-Chemical Measurements (Ch 444)	2
General Physics (Ph 201, 202, 203)	9
General Physics Lab (Ph 224, 225, 226)	6

## Biochemistry Option

(20 biology credits, 11 chemistry credits, 15 physics credits)

Principles of Biology (Bi 211, 212, 213)	12
Genetics (Bi 341)	4
Molecular Biology (Bi 425)	4
Biochemistry (Ch 451, 452, 453)	9

Biochemistry Lab (Ch 454, 455)	2
General Physics (Ph 201, 202, 203)	9
General Physics Lab (Ph 224, 225, 226)	6

## American Chemical Society Certified Degree in Chemistry Option

(20 chemistry credits, 4 mathematics credits, 22 physics credits)

Introductory Biochemistry (Ch 350)	4
Inorganic Chemistry (Ch 411)	4
Inorganic Chemistry Lab (Ch 414)	1
Advanced Instrumental Analysis Lab (Ch 427)	1
Physical Chemistry (Ch 442, 443)	6
Physical-Chemical Measurements (Ch 444, 445)	4
Differential Equations (Mth 321)	4
General Physics (Ph 221, 222, 223)	12
General Physics Lab (Ph 224, 225, 226)	6
Calculus III (Mth 253)	4

## American Chemical Society Certified Degree in Biochemistry Option

(20 biology credits, 24 chemistry credits, 4 mathematics credits, 22 physics credits)

Principles of Biology (Bi 211, 212, 213)	12
Genetics (Bi 341)	4
Molecular Biology (Bi 425)	4
Inorganic Chemistry (Ch 411)	4
Inorganic Chemistry Lab (Ch 414)	1
Physical Chemistry (Ch 442, 443)	6
Physical-Chemical Measurements (Ch 444)	2
Biochemistry (Ch 451, 452, 453)	9
Biochemistry Lab (Ch 454, 455)	2
Differential Equations (Mth 321)	4
General Physics (Ph 221, 222, 223)	12
General Physics Lab (Ph 224, 225, 226)	6
Calculus III (Mth 253)	4

## American Chemical Society Certified Degree in Chemical Physics Option

(19–22 chemistry credits, 4–12 mathematics credits, 34–42 physics credits)

Introductory Biochemistry (Ch 350)	4
Inorganic Chemistry (Ch 411)	4
Inorganic Chemistry Lab (Ch 414)	1
Physical Chemistry (Ch 442, 443)	6
Physical-Chemical Measurements (Ch 444, 445)	4
Differential Equations (Mth 321)	4
General Physics (Ph 221, 222, 223)	12
General Physics Lab (Ph 224, 225, 226)	6
Calculus III (Mth 253)	4

Choose 12 credits from the following:

Optics and Waves (Ph 333)	3
Optics Lab (Ph 336)	1
Lasers (Ph 339)	3
Modern Physics (Ph 341)	3
Modern Physics Lab (Ph 344)	1–2
Thermal Physics (Ph 354)	4
Electronics (Ph 361, 362)	4–8
Computer Methods (Ph 380)	3
Quantum Physics (Ph 416, 417)	3–6
Analytical Mechanics (Ph 424, 425)	4–8
Electricity and Magnetism (Ph 431, 432)	4–8
Solid-State Physics (Ph 461)	4
Advanced Topics in Mathematical Physics (Ph 471)	3

Choose an additional 8 credits from the following:

Physics courses listed above	0–8
Advanced Topics in Chemistry (Ch 485)	1–2
Linear Algebra (Mth 261)	4
Partial Differential Equations (Mth 421)	4

## Honors Program

Students interested in participating in the departmental honors program must notify the advisor upon completing at least 25 credits of chemistry required for the degree. Admission to the program requires department faculty approval.

## Honors Requirements

1. Complete an ACS-certified chemistry degree.
2. Maintain a minimum 3.5 GPA in all upper division chemistry courses.
3. Complete one year of research prior to commencing the senior project and present both a written and oral report on this research.
4. Obtain final approval from the department faculty.

The transcripts and diplomas of qualified students indicate that their degrees were awarded with departmental honors.

## Teacher Licensing

Students who would like to teach chemistry at the middle school or high school level in Oregon public schools must complete a bachelor's degree in chemistry before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in public schools are required prior to application to the MAT program.

## Minor

Complete 28 credits in chemistry, at least 13 of which must be upper division. Choose upper division courses from at least two of the following areas of chemistry: analytical, biochemistry, inorganic, organic, and physical. Maintain an overall GPA of 2.0 in all upper division chemistry courses.

General Chemistry (Ch 201, 202, 203)	9
General Chemistry Lab (Ch 204, 205, 206)	6
Upper division electives (approved by advisor)	13

## Chemistry Courses

### LOWER DIVISION COURSES

#### Ch 100 Fundamentals of Chemistry 4 credits

Introduces the structure, properties, and composition of matter and chemical changes. Designed primarily to help the non-science major understand the function, importance, and capabilities of chemistry in our environment and culture. Three lectures and one 2-hour laboratory. Corequisite: Ch 100L. Approved for General Education (Explorations).



**Ch 101 Environmental Chemistry**

4 credits

Examines the basic chemical principles as applied to areas of current interest and concern in the natural environment and modern technology. Includes such topics as air and water pollution, toxic waste disposal, use of pesticides and fertilizers, and energy production. Three lectures and one 2-hour laboratory. Prerequisite: Ch 100. Corequisite: Ch 101L. Approved for General Education (Explorations).

**Ch 104 Survey of Chemistry**

4 credits

Survey of general chemistry. Designed for students planning careers in nursing and related allied health sciences, students in preprofessional transfer programs, and students majoring in areas other than the sciences. Requires a working knowledge of high school algebra, logarithms, and scientific notation. Three lectures and one 3-hour laboratory. Corequisite: Ch 104L.

**Ch 105 Survey of Chemistry**

4 credits

Focuses on the chemistry of organic compounds, with special emphasis on biological applications. Topics are covered by functional groups, including hydrocarbons; alcohols and ethers; aldehydes and ketones; carboxylic acids and esters; and amines and amides. Three lectures and one 3-hour laboratory. Prerequisite: Ch 104. Corequisite: Ch 105L.

**Ch 106 Survey of Chemistry**

4 credits

Focuses on applications of general chemistry and organic chemistry principles to understand biochemical systems. Topics covered include the chemistry of proteins, nucleic acids, carbohydrate metabolism, lipid metabolism, and protein metabolism. Three lectures and one 3-hour laboratory. Prerequisite: Ch 105. Corequisite: Ch 106L.

**Ch 190 Chemical Concepts**

1 credit

Helps students in Ch 104 develop chemistry-related skills. One lecture. Corequisite: Ch 104.

**Ch 191 Chemical Concepts**

1 credit

Helps students in Ch 105 develop chemistry-related skills. One lecture. Corequisite: Ch 105.

**Ch 192 Chemical Concepts**

1 credit

Helps students in Ch 106 develop chemistry-related skills. One lecture. Corequisite: Ch 106.

**Ch 195 Chemical Problem Solving**

1 credit

Develops the basic skills required to solve typical story problems encountered in Ch 201. One lecture. Corequisite: Ch 201.

**Ch 196 Chemical Problem Solving**

1 credit

Develops the basic skills required to solve typical story problems encountered in Ch 202. One lecture. Corequisite: Ch 202.

**Ch 197 Chemical Problem Solving**

1 credit

Develops the basic skills required to solve typical story problems encountered in Ch 203. One lecture. Corequisite: Ch 203.

**Ch 199 Special Studies**

Credits to be arranged

**Ch 201 General Chemistry**

3 credits

Explores and applies principles and applications of chemistry for science majors. Emphasis on atomic and molecular structure, periodic properties of elements, models of chemical bonding, and molecular geometry and its influence on molecular properties. Ch 201, 204 and Ch 202, 205 are approved for General Education (Explorations). Prerequisite: Mth 111. Corequisite: Ch 204.

**Ch 202 General Chemistry**

3 credits

Applies principles presented in Ch 201 to the study of the solid, liquid, and gaseous states of matter. Principles of stoichiometry, thermodynamics, and chemical kinetics are introduced and applied to the study of aqueous and gas-phase chemical reactions. Ch 201, 204 and Ch 202, 205 are approved for General Education (Explorations). Prerequisites: Ch 201 and Mth 111. Corequisite: Ch 205.

**Ch 203 General Chemistry**

3 credits

Introduces the principles of chemical equilibrium and their application to the study of aqueous acid-base reactions and electrochemistry. Prerequisites: Ch 202 and Mth 111. Corequisite: Ch 206.

**Ch 204 General Chemistry Laboratory**

2 credits

Experiments cover the fundamentals of chemical measurements, quantitative relationships in chemical analysis, and understanding atomic and molecular structure. One recitation and one 3-hour laboratory. Corequisite: Ch 201. Approved for General Education (Explorations).

**Ch 205 General Chemistry Laboratory**

2 credits

Experiments cover the fundamentals of intermolecular interactions, stoichiometric relationships, and their application to the synthesis, identification, and analysis of chemical compounds. One recitation and one 3-hour laboratory. Prerequisites: Ch 201 and 204. Corequisite: Ch 202. Approved for General Education (Explorations).

**Ch 206 General Chemistry Laboratory**

2 credits

Experiments in this laboratory illustrate the fundamental principles of chemical equilibria and their application to chemical analysis through the use of volumetric and electrochemical methods. Prerequisites: Ch 202 and 205. Corequisite: Ch 203.

**Ch 209 Practicum**

Credits to be arranged

**UPPER DIVISION COURSES****Ch 300 Forensic Science**

3 credits

Introduces the scientific techniques used in crime investigation. Involves the analysis of physical evidence and covers aspects of chemistry, biology, geology, physics, and criminology. Three lectures. Does not fulfill chemistry major or minor requirements. Prerequisites: Colloquium and Explorations sequences from all three of the learning areas. Approved for General Education (Synthesis).

**Ch 301 Forensic Science Laboratory**

1 credit

Gives students hands-on experience with scientific procedures and techniques as they apply to forensic investigation. One 3-hour laboratory. Does not fulfill chemistry major or minor requirements. Prerequisite: Instructor consent.

**Ch 314 Chemical Information**

1 credit

Introduces the retrieval, organization, and citation of chemical information using hard-copy, online, CD-ROM, and Internet sources. Focuses on resources appropriate to analytical, inorganic, organic, and physical chemistry; biochemistry; forensic science; and materials science. Prerequisite: Ch 335.

**Ch 315 Chemical Research Communication I**

1 credit

Prepares students to conduct their Capstone Research Project (Ch 497, 498, 499). Students select a research project and prepare a review paper based on their topic of choice. Students examine the components of standard chemical research articles and oral presentations. One lecture. Prerequisite: Ch 314.

**Ch 316 Chemical Research Communication II**

1 credit

Continued study of chemical research writing and presentations. Students prepare a review paper, research proposal, and oral presentation relating to their Capstone Project. Students explore current research ethics topics in chemistry. One lecture. Prerequisite: Ch 315.

**Ch 331 Principles of Organic Chemistry**

4 credits

Introduction to the structures and reactions of organic compounds, oriented for students in the biological sciences. Four lectures. Prerequisite: Ch 203. Corequisite: Ch 337.

**Ch 332 Principles of Organic Chemistry**

3 credits

Continued study of organic chemistry, with particular emphasis on the chemical principles underlying biological and health sciences. Three lectures. Prerequisite: Ch 331. Corequisite: Ch 338.

**Ch 334 Organic Chemistry**

3 credits

Introduces the physical and chemical properties of the compounds of carbon. Focuses on molecular structure analysis and naming of organic compounds. Provides an introduction to reactions, mechanisms, and spectroscopic structure determination of organic compounds. Three lectures. Prerequisite: Ch 203. Corequisite: Ch 337.

**Ch 335 Organic Chemistry**

3 credits

Focuses on the stereochemistry of organic compounds and its influence on chemical reactivity. Presents organic reactions as tools for the research scientist to use in synthesis and as illustrations of the principles underlying chemical behavior. Three lectures. Prerequisite: Ch 334. Corequisites: Ch 340 and 340L.

**Ch 336 Organic Chemistry**

3 credits

Introduces additional organic reactions and their use in the synthesis of complex molecules. Presents current applications of organic chemistry in the preparation and reactivity of polymers and biomolecules. Three lectures. Prerequisite: Ch 335. Corequisites: Ch 341 and 341R.

**Ch 337 Introduction to Organic Chemistry Laboratory**

2 credits

Examines the theory and application of basic techniques used in the purification and characterization of organic and bioorganic compounds. One recitation and one 3-hour laboratory. Prerequisite: Ch 206. Corequisite: Ch 337R.

**Ch 338 Principles of Organic Chemistry Laboratory**

2 credits

Continues the study of organic laboratory techniques, including some elementary spectroscopy. One recitation and one 3-hour laboratory. Prerequisite: Ch 337. Corequisites: Ch 332 and 338R.

**Ch 340 Organic Spectroscopy**

3 credits

Examines the theory and practical uses of spectroscopy for the structural characterization of organic compounds. Includes use of an infrared spectrophotometer, nuclear magnetic resonance, and mass spectrometers. Two lectures and one 3-hour laboratory. Prerequisite: Ch 337. Corequisites: Ch 335 and 340L.

**Ch 341 Organic Chemistry Laboratory**

2 credits

Explores the synthesis, isolation, and purification of organic and bioorganic compounds. Includes extensive use of chromatography and spectroscopy. One recitation and one 3-hour laboratory. Prerequisites: Ch 337 and 340. Corequisites: Ch 336 and 341R.

**Ch 344 Organic Chemistry Workshop**

1 credit

Peer-led team learning workshop focused on solving organic chemistry problems encountered in Ch 334. Corequisite: Ch 334.

**Ch 345 Organic Chemistry Workshop**

1 credit

Peer-led team learning workshop focused on solving organic chemistry problems encountered in Ch 335. Corequisite: Ch 335.

**Ch 346 Organic Chemistry Workshop**

1 credit

Peer-led team learning workshop focused on solving organic chemistry problems encountered in Ch 336. Corequisite: Ch 336.

**Ch 350 Introductory Biochemistry**

4 credits

Surveys structures and reactivities of biomolecules, with an emphasis on enzymes, nucleic acids, metabolic processes, and bioenergetics. Four lectures. Prerequisite: Ch 332 or 336.

**Ch 371 Computer Applications in Chemistry**

3 credits

Trains students in writing computer programs with applications to various problems of chemical importance. Languages and software used include BASIC and Mathcad for Windows. Students use the Department of Chemistry's microcomputers and learn methods involving computer graphics for analysis of experimental data. Three 1-hour lectures. Prerequisites: Ch 203 and Mth 252. Corequisite: Ch 441.

**Ch 399 Special Studies**

Credits to be arranged

**Ch 401/501 Research**

Credits to be arranged

**Ch 403/503 Thesis**

Credits to be arranged

**Ch 405/505 Reading and Conference**

Credits to be arranged

**Ch 407/507 Seminar**

Credits to be arranged

**Ch 408/508 Workshop**

Credits to be arranged

**Ch 409/509 Practicum**

Credits to be arranged

**Ch 411/511 Inorganic Chemistry**

4 credits

Surveys contemporary theories and their application to inorganic compounds. Lecture topics include symmetry, atomic and molecular structure, chemical bonding, coordination compounds, reaction mechanisms, periodicity, acids and bases, aqueous and nonaqueous solutions, organometallic and bioinorganic compounds, and descriptive chemistry of metals and nonmetals. Four lectures. Prerequisite: Ch 441. Corequisite: Ch 414.

**Ch 414/514 Inorganic Chemistry Laboratory**

1 credit

Studies inorganic compounds and complexes, including the synthesis and characterization of air-sensitive and water-sensitive organometallic compounds and transition metal complexes. One 3-hour laboratory. Corequisite: Ch 411.

**Ch 421 Analytical Chemistry**

3 credits

Covers the principles of quantitative analytical chemistry. Topics include equilibria in gravimetric, volumetric, and electrochemical methods of analysis, along with a brief introduction to spectroscopy and analytical separations. Two 90-minute lectures. Prerequisites: Ch 203 and 206. Corequisite: Ch 422.

**Ch 422 Analytical Chemistry Laboratory**

1 credit

Involves students in quantitative analytical laboratory work, including gravimetric, volu-

metric, and a limited number of instrumental methods. One 3-hour laboratory. Prerequisites: Ch 203 and 206. Corequisite: Ch 421.

**Ch 425/525 Instrumental Analysis**

3 credits

Explores the theory of instrumental methods of chemical analysis, including spectroscopy, chromatography, voltammetry, and other topics. Two 90-minute lectures. Prerequisites: Ch 421, 422, and 441. Corequisite: Ch 426.

**Ch 426/526 Instrumental Analysis Laboratory**

1 credit

Emphasizes basic electronics, the application of instrumental techniques, the optimization of instrumental parameters, and the treatment of data. One 3-hour laboratory. Prerequisites: Ch 421, 422, and 441. Corequisite: Ch 425.

**Ch 427 Advanced Instrumental Analysis Laboratory**

1 credit

Integrated laboratory course covers the instrumental analysis and characterization of inorganic or organic compounds. Involves the synthesis of an inorganic or organic compound, followed by analysis and characterization using a variety of instrumental methods. One 3-hour laboratory. Prerequisites: Ch 340, 414, and 426.

**Ch 434 Organic Chemistry Workshop Mentor**

1 to 2 credits

Mentors for peer-led team learning workshops focused on solving organic chemistry problems encountered in Ch 334. Prerequisite: Ch 336.

**Ch 435 Organic Chemistry Workshop Mentor**

1 to 2 credits

Mentors for peer-led team-learning workshops focus on solving organic chemistry problems encountered in Ch 335. Prerequisite: Ch 336.

**Ch 436 Organic Chemistry Workshop Mentor**

1 to 2 credits

Mentors for peer-led team-learning workshops focus on solving organic chemistry problems encountered in Ch 336. Prerequisite: Ch 336.

**Ch 441/541 Physical Chemistry**

3 credits

A detailed theoretical study of the macroscopic behavior and microscopic structure of matter using mathematical models. Topics include real and ideal gases, kinetic-molecular theory of gases, and the development and application of thermodynamics to problems of chemical interest. Three lectures. Prerequisites: Ch 203 and 206, Mth 252, and either Ph 201, 202, and 203 or Ph 221, 222, and 223. Corequisite: Ch 371.

**Ch 442/542 Physical Chemistry**

3 credits

Examines the development and application of thermodynamics to solutions of electrolytes and nonelectrolytes, as well as statistical thermodynamics, electrochemistry, and chemical kinetics. Three lectures. Prerequisite: Ch 441.

**Ch 443/543 Physical Chemistry**

3 credits

Introduces the theory and application of quantum mechanics to atomic and molecular structure. Three lectures. Prerequisite: Ch 442.

**Ch 444/544 Physical-Chemical Measurements**

2 credits

Laboratory experience involving computer-enhanced methods of physical-chemical experimentation. Provides experience in programming in BASIC and Mathcad. Experiments utilize student-written software for collection and analysis of experimental data. Emphasizes data collection for device calibration and collection of thermodynamic data. One lecture and one 3-hour laboratory. Prerequisites: Ch 371 and 441.

**Ch 445/545 Physical-Chemical Measurements**

2 credits

Laboratory experience emphasizing data collection and analysis in chemical reaction kinetics and spectroscopic analysis of molecular structure. Prerequisites: Ch 371, 442, and 444. Corequisite: Ch 443.

**Ch 451/551 Biochemistry**

3 credits

Examines the chemistry of biological systems, including underlying organic, thermodynamic, and chemical principles. Introduces biological macromolecules, including nucleic acids, proteins, carbohydrates, and lipids. Three lectures. Prerequisite: Ch 332 or 336.

**Ch 452/552 Biochemistry**

3 credits

Systematic assessment of metabolism, including major oxidative and biosynthetic pathways. Includes aspects of enzyme mechanisms and kinetics, metabolic regulation, derivation of metabolic energy, and metabolic defects as they relate to the basis of disease. Three lectures. Prerequisite: Ch 451.

**Ch 453/553 Biochemistry**

3 credits

Introduces the principles of molecular genetics as they apply to biochemical systems. Includes cellular repair mechanisms, recombinant DNA technologies, and a detailed look at the processes of DNA replication, transcription and translation, and genetic regulation. Three lectures. Prerequisite: Ch 452.

**Ch 454/554 Biochemistry Laboratory**

1 credit

Application of contemporary biochemical techniques to protein purification, protein structural analysis, and enzyme kinetics. One 3-hour laboratory. Prerequisite: Ch 451. Corequisite: Ch 452.

**Ch 455/555 Biochemistry Laboratory**

1 credit

Introduces tools of nucleic acid analysis, lipid chemistry, and natural product isolation and characterization. One 3-hour laboratory. Prerequisites: Ch 452 and 454. Corequisite: Ch 453.

**Ch 481 Advanced Organic Spectroscopy**

3 credits

Offers lecture and laboratory exposure to single- and multi-dimensional NMR experiments, IR, and MS. Emphasizes small group interaction, problem solving, and presentation skills. Prerequisite: Ch 340.

**Ch 482 Forensic Research Project**

3 credits

Immerses students in a laboratory-based research project of interest to the National Fish and Wildlife Forensics Lab in Ashland. Provides experience with scientific research methodologies and instrumentation in collaboration with researchers at both the forensics lab and the SOU Chemistry Department. A minimum of six hours a week of scheduled research time is recommended. There is a mandatory meeting in winter term with researchers at the forensics lab. Prerequisites: Ch 425 and 426.

**Ch 485/585 Advanced Topics in Chemistry**

1 to 2 credits

Advanced course covering special topics in analytical, inorganic, organic, physical, or biochemistry. Prerequisites and credits vary with topic. May be repeated for credit with different topics.

**Ch 497 Senior Project**

1 credit

Designed as a practical application of the students' accumulated knowledge. Typically involves supervised study or research, which may be conducted inside or outside the department. All projects must be approved by faculty. Must be taken during the senior year and is required for graduation.

**Ch 498 Senior Project**

1 credit

A continuation of the project begun in Ch 497. Must be taken during the senior year and is required for graduation. Prerequisite: Ch 497.

**Ch 499 Senior Project**

1 credit

A continuation of the project pursued in Ch 498. Entails substantial library research, writing, and oral presentation components. All projects must be approved by faculty. Must be taken during the senior year and is required for graduation. Prerequisite: Ch 498.

**Chemistry-Business**

See *Business-Chemistry* on page 44.

**Communication**

Britt 212

541-552-6424

Susan Walsh, Chair

Professors: Mark Chilcoat, Jonathan Lange

Associate Professors: Garth Pittmann,

Paul Steinle, Susan Walsh

Assistant Professors: D. L. Richardson,

Alena Ruggerio

Instructor: Howard Schreiber

Adjunct Faculty: Erika Bishop, Terrie Claflin,

Stuart Corns, Ron Danko, Linda Florin,

Jodie Kollanda, Linda Natali Olson,

Harley Patrick, Bob Pennell, Kernan Turner

Emeritus Faculty: Ernest Ettlich, Richard

Kaough, Thomas Pyle, Karen Shafer

The Department of Communication helps students develop their verbal and nonverbal communication knowledge and skills through the exploration of human communication, journalism, media arts, and media studies.

To suit a variety of goals, the Communication Department also offers optional minors in these four areas, as well as in film studies, public relations, and video production.

The faculty bring a broad range of academic and professional training and accomplishments to the classroom, and the department's student-centered program emphasizes skill-building, critical thinking, research, and writing.

Students may earn credit for on-campus practical experience with such organizations as the University's student newspaper, student-run radio station, community access television, public radio facilities, and public relations operations.

Communication majors intern throughout and beyond the immediate region at newspapers, magazines, radio and television stations, social service organizations, government agencies, advertising and public relations firms, and other businesses and organizations.

**Degrees**

BA or BS in Communication with options in Human Communication, Journalism, Media Arts, and Media Studies

**Minors**

Film Studies, Human Communication, Journalism, Media Studies, Public Relations, and Video Production

**Certificate**

Management of Human Resources

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Choose one of four options: human communication, journalism, media arts, or media studies.
3. Complete a minimum of 60 credits of approved courses, including the premajor courses; 28 of these credits must be upper division, not including Comm/Jrn 377 activity credits, which may be applied to the 60-credit total.
4. At least 20 credits must be completed in the SOU Communication Department.
5. To graduate, each communication major must have a minimum 2.75 GPA for all coursework in the department. All courses must be taken for a letter grade unless instructor permission is obtained.
6. Complete a capstone experience (Comm 410 or Jrn 410) during the senior year.
7. Each journalism student must complete 3 practicum credits. The credits may be in the student's declared option or related areas, as approved by the faculty advisor. Those in Human Communication and Media Studies are encouraged to complete activity and practicum credits.



## Writing Component

Students demonstrate writing proficiency by completing Core 101, 102, 103 or equivalent and Comm 300, and by taking any of the upper division communication courses with a writing component. Students in the human communication and media studies options are required to complete a Comm 460 topics course to further demonstrate their writing competency.

## Capstone

The required capstone experience is designed to synthesize four years of learning in one project. The course experience or project, completed in the senior year and supervised or taught by a faculty member, culminates in an oral presentation. The student must have 1 to 4 capstone credits and earn a passing grade to meet major and SOU graduation requirements. Although students may have completed a previous internship or practicum in a similar situation, the capstone experience is expected to be of greater depth, scope, and quality.

While students may choose to complete their capstone experience in a public or private agency, they may also write a research paper to meet the capstone requirement. In any case, the project must be an example of the student's best work. Capstone experience credits may be earned under Comm 410 or Jrn 410.

## Accelerated Baccalaureate Degree Program

Communication majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 155.

## Options

### Human Communication

(60 credits)

#### MAJOR REQUIREMENTS

Complete the following courses:

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Interpersonal Communication (Comm 125) .....	4
Public Speaking (Comm 210) .....	4
Small Group Communication (Comm 225) .....	4
Research Strategies (Comm 300) .....	4
Persuasion (Comm 342) .....	4
Capstone (Comm 410) .....	1–4
Topics in Communication (Comm 460) .....	4

Complete 12 or more credits from the following courses:

Communication Theory (Comm 301) .....	4
Advanced Public Speaking (Comm 310) .....	4
Nonverbal Communication (Comm 324) .....	4
Interviewing and Listening (Comm 330) .....	4
Argumentation, Debate, and Critical Thinking (Comm 343) .....	4
Activities (Comm 377) and/or Practicum/Internship (Comm 409) .....	1–12

Complete 12 or more credits from the following courses:

Rhetorical Criticism (Comm 412) .....	4
Gender and Human Communication (Comm 425) ..	4
Negotiation and Conflict (Comm 455) .....	4
Topics in Communication (Comm 460) .....	4–12
Gender, Race, and Media (Comm 470) .....	4
Organizational Communication (Comm 475) .....	4

### Journalism

(60 credits)

Students earning the bachelor of arts or science degree in communication/journalism may choose from news-editorial or photojournalism emphases.

#### NEWS-EDITORIAL

Complete the following courses:

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Journalistic Writing (Jrn 251) .....	4
Newswriting (Jrn 261) .....	4
Research Strategies (Comm 300) .....	4
Copyediting and Design (Jrn 341) .....	4
Reporting (Jrn 361) .....	4
Feature Writing (Jrn 381) .....	4
Practicum/Internship (Jrn 409) .....	3
Capstone (Jrn 410) .....	3
History of Mass Media (Comm 471) .....	4
Mass Media Law (Comm 481) .....	4
Mass Media Ethics (Comm 491) .....	4

Complete at least 10 credits from the following courses:

Photojournalism (Jrn 321) .....	4
Interviewing and Listening (Comm 330) .....	4
Principles of Public Relations (PR 331) .....	4
Broadcast Journalism: Newswriting (Jrn 362) .....	4
Mass Communication Theory (Comm 370) .....	4
Opinion Writing (Jrn 371) .....	4
Broadcast Journalism: Field Production (Jrn 372) ..	4
Activities (Jrn 377) .....	1–6
Practicum/Internship (Jrn 409) .....	1–4
International Communication (Comm 441) .....	4
Topics in Communication (Comm 460) .....	4–8
Literary Journalism Workshop (Jrn 461) .....	4
Gender, Race, and Media (Comm 470) .....	4
Photography I (Art 240) .....	4

#### PHOTOJOURNALISM

Complete the following courses:

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Photography I (Art 240) .....	4
Journalistic Writing (Jrn 251) .....	4
Newswriting (Jrn 261) .....	4
Research Strategies (Comm 300) .....	4
Photojournalism (Jrn 321) .....	4
Practicum/Internship (Jrn 409) .....	3
Capstone (Jrn 410) .....	3
Mass Media Ethics (Comm 491) .....	4
Digital Studio (Art 250) .....	4
Photography II (Art 340) .....	4
Digital Print Studio (Art 350) .....	4
History of Mass Media (Comm 471) .....	4
Introduction to Multimedia (AM 233) .....	4

Complete at least 6 credits from the following courses:

Copyediting and Design (Jrn 341) .....	4
Journalism Activities (Jrn 377) .....	1–6
Mass Media Law (Comm 481) .....	4
Photographic Printmaking (Art 311) .....	4
Photography III (Art 341) .....	4
Color Photography (Art 342) .....	4
Photo Mixed Media (Art 343) .....	4
Practicum/Internship (Jrn 409) .....	1–3
Photography Seminar (Art 441) .....	4
Special Projects in Photography (Art 443) .....	4
Art, Culture, and Technological Change (Arth 330) .....	4

### Media Arts

(60 credits)

Students earning the bachelor of arts or science degree in communication/media arts may choose from film studies or video production emphases.

#### FILM STUDIES

Complete the following courses:

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Research Strategies (Comm 300) .....	4
Video Production Aesthetics (VP 115) .....	4
Introduction to Field Production (VP 215) .....	4
Masterpieces of Film (Flm 295) .....	4
Film Genres (Flm 296) .....	4
Major Film Directors (Flm 297) .....	4
Contemporary Production Theory (VP 363) .....	4
Capstone: Projects for RVTV/SOU (Comm/VP 410) .....	1–4
Topics in Communication (Comm 460) or History of Mass Media (Comm 471) .....	4

Complete at least 19 credits from the following courses:

Shakespeare on Film (Flm 237) .....	4
Politics and Film (PS 260) .....	4
Script Writing (VP 312) .....	4
Human Behavior and Film (Psy 313) .....	4
Advanced Field Production (VP 315) .....	4
Topics in Hispanic Film (Span 320/Flm 320) .....	4
Topics in French Film (Fr 350/Flm 350) .....	3–4
Seminar: Topics in Film (Flm 407) .....	4
Anthropological Film (Anth 455) .....	4
Topics in Film (Eng 495) .....	4

#### VIDEO PRODUCTION

Complete the following courses:

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Research Strategies (Comm 300) .....	4
Video Production Aesthetics (VP 115) .....	4
Studio Techniques for Video Production (VP 172) ..	4
Introduction to Field Production (VP 215) .....	4
Masterpieces of Film (Flm 295) .....	4
Film Genres (Flm 296) .....	4
Major Directors (Flm 297) .....	4
Advanced Field Production (VP 315) .....	4
Contemporary Production Theory (VP 363) .....	4
Advanced Activities for Video Production (VP 372) .....	1
Projects for RVTV/SOU (VP 410) .....	1–4
Topics in Communication (Comm 460) or History of Mass Media (Comm 471) .....	4

Complete at least 10 credits from the following courses:

Small Group Communication (Comm 225) .....	4
Shakespeare on Film (Flm 237) .....	4
Politics and Film (PS 260) .....	4
Script Writing (VP 312) .....	4
Human Behavior and Film (Psy 313) .....	4
Broadcast Journalism: Field Reporting (Jrn 372) ..	4
Advanced Activities for Video Production (VP 372) .....	1–8
Applied Editing Techniques for Field and Studio Production (VP 375) .....	4
Practicum (VP 409) .....	4–12
Projects for RVTV/SOU (VP 410) .....	4–12
International Communication (Comm 441) .....	4
Gender, Race, and Media (Comm 470) .....	4
Mass Media Law (Comm 481) .....	4
Mass Media Ethics (Comm 491) .....	4

## Media Studies

(60 credits)

### MAJOR REQUIREMENTS

Complete the following courses:

Communication Across Cultures (Comm 200).....	4
Media Across Cultures (Comm 201) .....	4
Research Strategies (Comm 300).....	4
Mass Communication Theory (Comm 370) .....	4
Capstone (Comm 410) .....	1-4
Topics in Communication (Comm 460) .....	4
History of Mass Media (Comm 471) .....	4
Mass Media Ethics (Comm 491).....	4

Complete at least 16 credits from the following courses:

Persuasion (Comm 342) .....	4
International Communication (Comm 441) .....	4
Topics in Communication (Comm 460) .....	4
Gender, Race, and Media (Comm 470) .....	4
Mass Media Law (Comm 481) .....	4

Complete at least 15 credits from the following courses:

Principles of Public Relations (PR 331) .....	4
Activities (Comm 377) .....	1-6
Practicum/Internship (Comm 409).....	1-6
Topics in Communication (Comm 460) .....	4
Masterpieces of Film (Flm 295) .....	4
Film Genres (Flm 296) .....	4
Major Film Directors (Flm 297) .....	4
Promotion Policy (BA 332).....	4
Global Culture and Media (Soc 333) .....	4
The Politics of Mass Media (PS 310).....	4
Public Opinion and Survey Research (PS 311).....	4
Topics in Film (Eng 495) .....	4

## Minors

Students must achieve a 2.75 GPA in 28 credits of communication coursework listed below to earn a minor in communication. All courses must be taken for a letter grade unless instructor permission is obtained.

### Film Studies

The film studies minor is an interdisciplinary minor with an emphasis on theory, criticism, history, and analysis of film, rather than on the how-to component of film production. The minor spans various departments, including sociology and anthropology, art history, communication, English and writing, foreign languages and literatures, political science, and psychology. Students are required to earn at least 24 credits in the following manner.

*Required Courses (8 credits)*

Choose two of the following three courses:

Masterpieces of Film (Flm 295) .....	4
Film Genres (Flm 296) .....	4
Major Film Directors (Flm 297) .....	4

Note: Students may use the third course as an elective to fulfill the additional 16 required credits.

*Electives (16 credits)*

Anthropological Film (Anth 455).....	4
Race, Gender, and Ethnicity in Art (ArH 450/550) ..	4
Media Across Cultures (Comm 201) .....	4
Contemporary Production Theory (VP 363) .....	4
Topics in World Literature: Contemporary	
Chinese Fiction and Film; Contemporary	
West African Literature and Film (Eng 455).....	4

Topics in Film (Eng 495).....	4
Shakespeare on Film (Flm 237) .....	4
Seminar: Topics in Film (Flm 407) .....	4
Topics in Hispanic Film (Flm 320) .....	4
Topics in French Film (Fr 350/Flm 350).....	3-4
Politics and Film (PS 260).....	3
Human Behavior and Film (Psy 313) .....	2-4
Global Culture and the Media (Soc 333) .....	4
Special Studies: Introduction to	
Spanish Film (Span 199/399) .....	4
Selected Genre or Period Studies:	
Hispanic Film as Literature (Span 421).....	1-6

Note: Other film courses may be offered that qualify as film studies minor electives with advisor consent.

### Human Communication

*Required Courses (28 credits)*

Complete the following courses:

Communication Across Cultures (Comm 200).....	4
Media Across Cultures (Comm 201) .....	4

Complete 4 credits from the following:

Interpersonal Communication (Comm 125) .....	4
Public Speaking (Comm 210) .....	4
Small Group Communication (Comm 225) .....	4
Advanced Public Speaking (Comm 310) .....	4

Complete 16 credits from the following:

*Electives*

Research Strategies (Comm 300).....	4
Communication Theory (Comm 301) .....	4
Nonverbal Communication (Comm 324).....	4
Interviewing and Listening (Comm 330).....	4
Persuasion (Comm 342) .....	4
Argumentation, Debate, and	
Critical Thinking (Comm 343) .....	4
Gender and Human Communication (Comm 425) ..	4
Negotiation and Conflict (Comm 455).....	4
Topics in Communication (Comm 460) .....	4-8
Gender, Race, and Media (Comm 470) .....	4
Organizational Communication (Comm 475) .....	4

### Journalism

*Required Courses (20 credits)*

Communication Across Cultures (Comm 200).....	4
Media Across Cultures (Comm 201) .....	4
Journalistic Writing (Jrn 251) .....	4
News Writing (Jrn 261) .....	4
Mass Media Ethics (Comm 491).....	4

Choose 8 credits from the following:

*Electives*

Photography I (Art 240) .....	4
Photojournalism (Jrn 321) .....	4
Copyediting and Design (Jrn 341) .....	4
Reporting (Jrn 361) .....	4
Opinion Writing (Jrn 371) .....	4
Feature Writing (Jrn 381).....	4
Practicum/Internship (Jrn 409).....	3
Literary Journalism Workshop (Jrn 461).....	4
Mass Media Law (Comm 481) .....	4

### Media Studies

*Required Courses (28 credits)*

Communication Across Cultures (Comm 200).....	4
Media Across Cultures (Comm 201) .....	4
Mass Communication Theory (Comm 370) .....	4
International Communication (Comm 441).....	4
History of Mass Media (Comm 471) .....	4
Mass Media Ethics (Comm 491).....	4

Gender, Race, and Media (Comm 470)	
or Mass Media Law (Comm 481).....	4

### Public Relations

*Required Courses (28 credits)*

Communication Across Cultures (Comm 200) .....	4
Media Across Cultures (Comm 201) .....	4
Principles of Public Relations (PR 331) .....	4
Persuasion (Comm 342) .....	4
Public Relations Writing (PR 391).....	4
Public Relations Problems (PR 431).....	4
Mass Media Ethics (Comm 491).....	4

### Video Production

The video production minor is useful to students in a variety of fields, including art, business, applied multimedia, film studies, theater, communication, social sciences, English and writing, and foreign language and literatures. The emphasis is on aesthetics, remote video and studio production and activities, digital editing, and design. While students may choose the video production track, they are required to take courses in other areas.

The minor is divided into four specific areas: applied multimedia, video production, art, and computer science. Students must work closely with their departmental advisor and the video production coordinator to ensure that all requirements are met.

*Required Courses (26 credits, 12 of which must be upper division)*

Video Production Aesthetics (VP 115).....	4
Studio Techniques for Video Production (VP 172) ..	4
Introduction to Field Production (VP 215) .....	4
At least 2 credits of Advanced Activities	
for Video Production (VP 372) .....	2

(4 credits)

Select one of the following required courses:

Script Writing (VP 312).....	4
Advanced Field Production (VP 315).....	4
Applied Editing Techniques for Field	
and Studio Production (VP 375) .....	4

*Electives*

Select two additional courses from the following:

(8 credits)

Script Writing (VP 312).....	4
Advanced Field Production (VP 315).....	4-12
Advanced Activities for Video	
Production (VP 372).....	2-8
Applied Editing Techniques for Field	
and Studio Production (VP 375) .....	4
Practicum (VP 409).....	TBD
Projects for RVTV/SOU (VP 410) .....	4-12

## Certificate in Management of Human Resources (CMHR)

The Certificate in Management of Human Resources (CMHR) is offered jointly by the School of Business, the Psychology Department, and the Communication Department. The program is open to current upper division undergraduate, graduate, and postbaccalaureate and professional development students.

To receive this certificate, students must meet the 36-credit course requirements listed in the *Certificates* section of this catalog on page 151.

## Academic Credit Policies

### ACTIVITIES, PRACTICA, AND INTERNSHIPS

The Department of Communication has adopted the following policies regarding academic credit for human communication activities, internships, and practica. No more than 12 credits of Comm 377, 409, and 410 may be applied to the human communication major. Credits accrued in Comm 377, 409, and 410 beyond the first 12 will apply toward the 180 credits required for graduation, but not toward the major. No more than 20 credits of Comm 199, 277, 377, 401, 405, 408, 409, and 410 may be applied to the 60-credit minimum for the human communication major. The remaining 40 credits must be earned through completion of formal classroom courses.

### ACTIVITY COURSES

Activity courses involve an on-campus communication activity approved by the Communication Department chair. Such activities include, but are not limited to, working for the University's student newspaper or radio station; aiding a departmental faculty member as a teaching or research assistant; judging high school or SOU forensics tournaments; working on departmental and University publications; helping with Relationships Week; and serving as a member of the SOU Orientation Team. Activity credits may be earned under Comm 377 or Jrn 377. Comm 377 is recommended, but not required, for human communication majors. Students may:

1. register for no more than 4 credits of Comm 377 per term, but repeat it in subsequent terms for credit;
2. apply no more than 6 credits of Comm 377 to the human communication major; and
3. register for no more than a total of 12 credits of Comm 377.

Comm 377 credits count toward the 60 communication credits required of human communication majors, but not toward the 28 upper division communication credits required for the major. Activity courses may not be taken for a letter grade without instructor consent.

### PRACTICA AND INTERNSHIPS

Practicum credits are earned for off-campus communication internships. Students may earn practicum credits by working at radio and television stations, newspapers, or advertising and public relations agencies; volunteering at a variety of social service agencies (e.g., HelpLine, the Rape Crisis Center, and Dunn House); or working with youth organizations, health care facilities, charitable organizations, political campaigns, governmental offices, magazines, chambers of commerce, or arts organizations. Practicum credits may be earned under Comm 409/509 or Jrn 409/509. A student may:

1. register for no more than 4 credits of Comm 409 per term, but repeat it in subsequent terms for credit;
2. apply no more than 6 credits of Comm 409 to the human communication major; and
3. register for no more than a total of 15 credits of Comm 409.

Comm 409 credits count toward the 60 communication credits required of human communication majors and also toward the 28 upper division credits required for the major. Practicum courses may not be taken for letter grade without prior instructor approval.

## Graduate Study

Graduate students may choose communication as the secondary emphasis in the school area degree (see *Graduate Studies* on page 162). This requires students to have previously finished three of the following courses: Comm 125, 210, 225, or 342. Graduate work must include Communication Theory (Comm 560) and two additional graduate courses in communication. Exceptions may be made on rare occasions with the approval of the student's advisor.

## Communication Courses

### LOWER DIVISION COURSES

#### Comm 125 Interpersonal Communication 4 credits

Focuses on message exchange in dyadic interaction. Emphasizes development of various communication skills in interpersonal contexts.

### Comm 199 Special Studies

Credits to be arranged

#### Comm 200 Communication Across Cultures 4 credits

Provides an introduction to cultural and intercultural communication. Students are exposed to a variety of ways in which cultures and communication intersect through readings, lectures, and guest speakers from the multicultural community. Approved for General Education (Explorations).

#### Comm 201 Media Across Cultures 4 credits

Offers a critical evaluation of how the media influence individual and societal perceptions, values, and behavior. Examines a variety of media systems and practices across cultures that contribute to individual and collective meaning; analyzes how that process shapes communication practices. Approved for General Education (Explorations).

#### Comm 210 Public Speaking 4 credits

Emphasizes the development of public speaking abilities and critical awareness of the processes, content, and forms of oral communication. Open to freshmen and sophomores who do not have previous speech experience.

#### Comm 225 Small Group Communication 4 credits

Examines the communication variables within the small, task-oriented group. Emphasizes the decision-making process.

### UPPER DIVISION COURSES

#### Comm 300 Research Strategies 4 credits

Examines key concepts and methods for gathering and evaluating information. Students gain an understanding of the research processes within the field of communication, from formulating a research question and organizing a search strategy to hands-on research. Prerequisite course for all 400-level courses. Prerequisites: Comm 200, 201 and either Core 101, 102, or 103.



**Comm 301 Communication Theory**

4 credits

Examines a broad range of communication theories within the dyadic, group, organizational, public, intercultural, and mass communication contexts. Prerequisites: Comm 200 and 201.

**Comm 310 Advanced Public Speaking**

4 credits

Public speaking course for students who have taken an introductory course and college juniors and seniors with experience in public speaking who have not taken Comm 210. Emphasizes content strategies, alternate organizational patterns, speaking styles, and use of language.

**Comm 324 Nonverbal Communication**

4 credits

Examines the nonlinguistic aspects of human communication. Students review empirical literature and participate in exercises to promote awareness of and skill development in nonverbal communication.

**Comm 330 Interviewing and Listening**

4 credits

Examines and develops interviewee and interviewer skills in job selection interviews, as well as social scientific interviewing techniques. Prerequisite: Junior standing or above.

**Comm 342 Persuasion**

4 credits

Study and practice of persuasive communication. Examines social and psychological foundations, ethical issues, and contemporary theory and practice. Prerequisite: Comm 210.

**Comm 343 Argumentation, Debate, and Critical Thinking**

4 credits

Explores critical thinking through creating, defending, and critiquing propositions of value and policy. Teaches argumentative strategies for political and competitive debate. Prerequisite: Comm 210.

**Comm 370 Mass Communication Theory**

4 credits

Introduces and analyzes various social scientific and critical theoretical models of mass communication. Emphasizes the relationship of these theories to mass media in today's society. Prerequisite: Comm 201.

**Comm 377 Activities**

1 to 4 credits a term (maximum 12 credits)

Supervised on-campus communication activity approved by the Communication Department chair or designee. Includes the application of principles and theories of communication in educational, professional, and community settings. See *Academic Credit Policies* for credit information.

**Comm 399 Special Studies**

Credits to be arranged

**Comm 401/501 Research\***

Credits to be arranged

**Comm 403/503 Thesis**

Credits to be arranged

**Comm 405/505 Reading and Conference\***

Credits to be arranged

**Comm 407/507 Seminar\***

Credits to be arranged

**Comm 408/508 Workshop**

Credits to be arranged

**Comm 409/509 Practicum/Internship**

Credits to be arranged (maximum 15 credits)

Supervised off-campus internship approved by the Communication Department chair or designee. Includes the application of principles and theories of communication in educational, professional, and community settings. See *Academic Credit Policies* for credit information. Prerequisite: Comm 300.

**Comm 410 Capstone**

1 to 2 credits a term (maximum 12 credits)

Course project, research paper, teaching assistantship, internship, or practicum supervised by a faculty member. Project synthesizes four years of learning and includes a written and oral presentation. Prerequisites: Comm 300 and instructor consent.

**Comm 411 Intensive Experiential Learning**

12 credits

Students explore career interests by working full time for one term under academic supervision in a career-oriented environment. Cooperative education integrates academic study and cooperative work. Prerequisite: Comm 409.

**Comm 412/512 Rhetorical Criticism**

4 credits

Surveys and applies the major classical and twentieth-century approaches to analysis and criticism of public communication. Emphasizes understanding and applying various models of analysis. Prerequisites: Comm 300 and either Comm 342 or 343.

**Comm 425/525 Gender and Human Communication**

4 credits

Examines the function of communication in the social construction of gender. Exposes students to historical and contemporary prescriptions relating to women's and men's verbal and nonverbal behaviors within a variety of contexts. Prerequisites: Comm 125 and 300. Comm 501, 505, and 507 are limited to 12 credits singly or in combination.

**Comm 441/541 International Communication**

4 credits

Covers historical and contemporary perspectives regarding global communication, including media systems, technologies, coverage, representations, flow of information, advertising, public relations, and development communication. Prerequisite: Comm 300.

**Comm 455/555 Negotiation and Conflict**

4 credits

Explores negotiation and conflict across a variety of contexts (e.g., interpersonal, organizational, international). Students develop skills for productively managing their own conflicts and negotiation contexts. Prerequisites: Comm 125 and 300.

**Comm 460/560 Topics in Communication**

4 credits

Examines selected topics in communication based on interest and need. Repeat credit is allowed for different topics. Prerequisites: Comm 200, 201, 300 and those determined by topic. Topics include, but are not limited to, the following:

**Civil Rights Movement and the Media.** A detailed examination of the role of the media as it relates to the civil rights movement. Proposes that the media were more pawns than major players in the chess match that was the civil rights movement.

**Communication and Technology.** Examines how technology affects communication, with an emphasis on the Internet and other forms of computer-mediated communication.

**Contemporary Theories of Persuasion.** Reviews the major theories of persuasive communication, including the works of Kenneth Burke, I. A. Richards, Richard Weaver, Stephen Toulmin, Chaim Perelman, Milton Rokeach, Ernesto Grassi, Jurgen Habermas, and Michel Foucault. Prerequisite: Comm 342.

**Culture, Identity, and Communication.** Addresses issues surrounding construction and communication of cultural identities within and across cultural communities from critical, social, and historical perspectives. Examines the multiplicity, dynamics, and negotiation of culture and cultural identities in national and global contexts.

**Family Communication.** Offers a theoretical approach to family communication with an emphasis on systems, dialectical, and narrative theories. Examines personal family stories.

**Feminist Rhetorical Theories.** Explores how diverse groups of feminists have transformed the history of Western rhetorical theory. Requires research on one significant feminist to advance the ongoing academic conversation about women's additions to and revisions of rhetoric.

**Freedom of Speech.** Explores the history and development of freedom of speech and expression in the United States, concentrating on significant Supreme Court decisions and contemporary conflicts.

**Political Communication.** Analyzes political communication practiced by candidates, public officials, and lobbyists, with an emphasis on campaigns, legislative and administrative communication, and lobbying. Prerequisite: Comm 342.

**Texts of Truth.** Explores rhetorical approaches to the interpretation of the major sacred texts of monotheistic religions and United States civil religion. Uncovers assumptions about the texts as well as readers' and authors' underlying interpretations. Encourages rhetorical criticisms of sacred texts.

\*Comm 501, 505, and 507 are limited to 12 credits singly or in combination.

**Comm 470/570 Gender, Race, and Media**

4 credits

Considers how the media contribute to the social construction of masculinity, femininity, and race. Examines the potential effects of mainstream media messages on the self and others, including the role of the media in shaping reality. Also explores the portrayal of power in media images. Prerequisites: Comm 125, 201, and 300.

**Comm 471/571 History of Mass Media**

4 credits

Reviews the major events, trends, concepts, and persons involved in the growth and development of mass media in the United States. Prerequisites: Comm 201 and 300.

**Comm 475/575 Organizational Communication**

4 credits

Studies the formal and informal channels of the message movement (up, down, and lateral) in modern profit and nonprofit organizations. Examines the role of communication in different theoretical approaches (e.g., classical, cultural, systems, and human resources) and organizational processes (e.g., assimilation, leadership, and decision making). Prerequisites: Comm 125 or 225 and Comm 300.

**Comm 481/581 Mass Media Law**

4 credits

Studies the constitutional freedoms and statutory limitations affecting mass media in the U.S. Topics include freedom of the press, the right of privacy, libel, media and the courts, copyright, broadcast and cable regulation, obscenity, access to information, advertising regulation, and freedom of the scholastic press. Prerequisites: Comm 201 and 300.

**Comm 491/591 Mass Media Ethics**

4 credits

Explores ethical theories and analyzes major ethical questions facing mass media, such as invasion of privacy, campaign coverage, compassion versus need-to-know, revealing information sources, conflict of interest, advertising content, and coverage of crime and violence. Prerequisites: Comm 201 and 300.

**Film Courses****LOWER DIVISION COURSES****Film 237 Shakespeare on Film**

4 credits

Analyzes film and television productions and adaptations of Shakespeare plays from the silent era to the present, with attention to both their interpretations of Shakespeare's text and their cinematic art (e.g., directorial technique, camerawork, lighting, costume, location). Includes films by such directors as Olivier, Welles, Kurosawa, Zeffirelli, Branagh, and Luhrmann. (Cross-listed with ShS 237.)

**Film 295 Masterpieces of Film**

4 credits

Examines representative great films whose techniques have shaped the form as we know it

today. Typically covers American and European silent films, as well as those from the 1930s and 1940s.

**Film 296 Film Genres**

4 credits

Explores popular film genres such as the Western, the musical, the thriller, science fiction, the detective story, the epic, and the comedy of silent films. Emphasizes cultural and artistic value, the characteristics of each form, and variations within forms.

**Film 297 Major Film Directors**

4 credits

Analyzes works by selected international film directors who have made significant contributions to cinematic art, including Fellini, Hitchcock, Eisenstein, Kurosawa, Bergman, Welles, Altman, and Bunuel.

**UPPER DIVISION COURSES****Film 320 Topics in Hispanic Film**

4 credits

Examines selected topics in Hispanic cinema, focusing on insights into cultures, history, and film production and practices in Hispanic countries, with additional emphases on film theory, form in film, and the major Hispanic film industries (Spain, Mexico, Argentina, and Cuba). Courses may focus on masterpieces of film, great directors, women in cinema, cultural identity, post-structuralism, or postcolonialism. Papers, presentations, and discussions in Spanish. Repeat credit is allowed for different topics. Prerequisite: Span 203.

**Film 350 Topics in French Film**

3 to 4 credits

Examines selected topics in French cinema, focusing on insights into French culture as seen through film. Recent topics include Masterpieces of French Film, Film and Cultural Identity, and French Film and Society. May be repeated for credit when topic changes. Prerequisites: Fr 203 and completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Fr 350.)

**Film 399 Special Studies**

Credits to be arranged

**Film 407/507 Seminar: Topics in Film**

1 to 2 credits

**Journalism Courses****LOWER DIVISION COURSES****Jrn 251 Journalistic Writing**

4 credits

Emphasizes newspaper style and structures: the inverted pyramid, grammar, punctuation, spelling, and principles of clear, concise writing.

**Jrn 261 Newswriting**

4 credits

Introduces interviewing, making news judgments, news gathering, and alternative structures of stories. Focuses on spot news, speeches, obituaries, and press releases. Prerequisite: Jrn 251.

**UPPER DIVISION COURSES****Jrn 321 Photojournalism**

4 credits

Covers the study, mastery, and application of skills required for newspaper and magazine photojournalism: photo content, photo essay, editor-photographer relationships, ethics of photojournalism, and printing techniques. Includes production of computer images. Prerequisite: Demonstrated photography and darkroom skills. Prerequisites: Jrn 251, Art 240, and Art 250.

**Jrn 341 Copyediting and Design**

4 credits

Provides instruction and practice in editing newspaper copy, writing headlines, and applying design techniques, including use of photos, color, graphic elements, and typography. Offers desktop computer and paste-up experience. Prerequisite: Jrn 261.

**Jrn 361 Reporting**

4 credits

Focuses on reporting governmental affairs, specialized reporting, and investigative reporting. Analyzes budgets and information-gathering techniques. Prerequisite: Jrn 261.

**Jrn 362 Broadcast Journalism: Newswriting**

4 credits

Introduces newswriting for broadcast and broadcast news production. Examines the ethical standards, missions, and practices of broadcast news organizations. Prerequisites: Jrn 251, 261, and 361.

**Jrn 371 Opinion Writing**

4 credits

Examines the theory and practice of writing editorials, commentaries, and reviews, including gathering information and establishing structure. Prerequisite: Jrn 261.

**Jrn 372 Broadcast Journalism: Field Reporting**

4 credits

Provides a conceptual foundation and a working knowledge of how to prepare ethically balanced, professional quality news reports for broadcast. Prerequisite: Jrn 362.

**Jrn 377 Activities**

1 to 2 credits

Supervised activity in various forms of journalism/photojournalism. Includes the application of principles and theories of communication in educational, professional, and community settings. No more than 6 credits may be applied toward the major. May not be taken for a letter grade without instructor consent.

**Jrn 381 Feature Writing**

4 credits

Students examine marketing manuscripts and write feature stories for newspapers and magazines. Prerequisite: Jrn 261.

**Jrn 399 Special Studies**

Credits to be arranged

**Jrn 409/509 Practicum/Internship**

1 to 15 credits per term (maximum 15 credits)

Supervised internship with a professional media outlet, advertising or public relations firm, or a governmental or nonprofit organization. No more than 6 credits may be applied toward the major. May not be taken for a letter grade without instructor consent. Prerequisite: Instructor consent.

**Jrn 410 Capstone**

1 to 4 credits

Course project, research paper, teaching assistantship, internship, or practicum supervised by a faculty member. Project synthesizes four years of learning and includes a written and oral presentation. Prerequisites: Senior standing and instructor consent.

**Jrn 461 Literary Journalism Workshop**

4 credits

Reviews the historical development of the content and style of nonfiction journalistic writing. Develops literary journalistic, storytelling style using multiple writing exercises. Prerequisites: Jrn 251, 261, and 361.

**Public Relations Courses****UPPER DIVISION COURSES****PR 331 Principles of Public Relations**

4 credits

Examines the history, basic concepts, and tools of public relations. Covers image-making, media relations, crisis management, strategic planning, and case studies. Prerequisite: Comm 201.

**PR 391 Public Relations Writing**

4 credits

Offers training and practice in writing and editing copy for public relations formats, including news releases, advertising, brochures, newsletters, and speeches. Covers writing for various media (e.g., print and broadcast). Includes practice using audiovisual techniques. Prerequisite: PR 331.

**PR 431/531 Public Relations Problems**

4 credits

Studies the development of effective short- and long-term relationships between organizations and their various publics. Includes practice in all phases of a public relations campaign, from research through implementation and follow-up. Prerequisites: Comm 300 and PR 391.

**Video Production Courses****LOWER DIVISION COURSES****VP 115 Video Production Aesthetics**

4 credits

Provides an introduction to the fundamental perceptions, practices, and language of video production. Required of all students who lack a working knowledge of video production before they can enroll in other departmental video production courses.

**VP 172 Studio Techniques for Video Production**

4 credits

Provides an introduction to basic equipment and operating techniques of video production. Explores camera operation, the language of video production, and other necessary equipment and techniques. Required of all students who lack a working knowledge of video production before they can enroll in other video production courses. Prerequisite: VP 115.

**VP 215 Introduction to Field Production**

4 credits

Provides an introduction to the necessary production processes, equipment, and equipment applications for video field production. Prerequisite: VP 115 or 172.

**UPPER DIVISION COURSES****VP 312 Scriptwriting**

4 credits

Introduction to and application of the unique techniques and practices of scriptwriting for film and video production. Prerequisites: VP 115 and VP 172 or 215.

**VP 315 Advanced Field Production**

4 credits

Involves supervised application of field production techniques to assigned projects, which must result in a professional product ready to be edited for distribution. Prerequisites: VP 115 and 215.

**VP 363 Contemporary Production Theory**

4 credits

Study and application of contemporary theory and criticism as it relates to film and video. Topics include formalism, expressionism, realism, and postmodernism.

**VP 372 Advanced Activities for Video Production**

1 to 4 credits

Offers supervised video experience using University television production facilities not normally available in basic courses. Students are expected to work in RVTV studios. Prerequisite: VP 172.

**VP 375 Applied Editing Techniques for Field and Studio Production**

4 credits

Prerequisites: VP 115, 172, and 215.

**VP 409 Practicum**

Credits to be arranged

**VP 410 Projects for RVTV/SOU**

Credits to be arranged

Involves professional application of acquired skills to course projects for RVTV or other campus organizations. Producer certification required.

**Computer Science**

Computing Services 212

541-552-6143

Daniel Wilson, Chair

Professor: Daniel Wilson

Associate Professors: Daniel Harvey,

Rahul Tikekar

Assistant Professors: Tom Bacon,

Peter Nordquist, Greg Pleva, Kevin Sahr

Adjunct Faculty: Lynn Ackler, Priscilla

Oppenheimer

Emeritus Faculty: George Converse,

Lee Hill, Ken Larson, Robert McCoy,

Richard Peddicord

Computer science is an exciting and growing field with career opportunities ranging from running a small business to working in industry, government, or education. The computer science major emphasizes the current trend toward networking, computer security, and the Internet. The capstone experience prepares students for the job market by providing real-world work experience.

**Degrees**

BA or BS in Computer Science with an option in Computer Information Science (CIS)

BA or BS in Computer Science with an option in Computer Programming and Software (CPS)

BA or BS in Computer Science with an option in Computer Science and Multimedia (CMM)

BA or BS in Computer Science with an option in Computer Security and Information Assurance (CSIA)

MA or MS with an emphasis in Computer Science (CS)

**Co-Major**

Mathematics-Computer Science (see page 108 for a description of this program)

**Accelerated Baccalaureate Degree Program**

Computer science majors may participate in the Accelerated Baccalaureate Degree Program. For more information, see page 155.

**Choosing a Major**

Because computer science options are similar, students do not need to choose one until their sophomore or junior year. Students primarily interested in business information systems should choose the CIS option, while those whose main interest is programming should opt for CPS. CMM is available for students who want to combine multimedia and computer science fundamentals. The CSIA option allows students to focus on security and timely information transfer.

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete the core curriculum with a B or better in both Computer Science I and Computer Science II. Computer science majors meet the writing and research com-



ponent (see page 22) by taking Computer Science III (CS 258), Systems Software and Architecture (CS 326), and Systems Analysis (CS 469).

- Choose the CPS, CIS, CMM, or CSIA option and complete the additional core requirements for that option.
- For the CPS or CIS option, complete 16 additional credits from computer science courses above the 250 level, as approved by the faculty advisor. For the CMM option, complete 20 additional credits above the 250 level with a CS prefix, as approved by the faculty advisor.
- Maintain a GPA of at least 2.5 in the upper division computer science courses.

### Capstone

The capstone experience is a three-term sequence (Systems Analysis, Capstone I, and Capstone II) that should be taken in the senior year. Students prepare for, design, and implement a project that solves a computer science or information systems problem. The project should be of sufficient size to be useful and to give the student a real-world experience, but it should also be small enough to be completed in two terms.

### Major Core Courses

#### COMPUTER SCIENCE COURSES

(36 credits)

Computer Science I (CS 200)	4
Computer Science II (CS 257)	4
Computer Science III (CS 258)	4
Systems Software and Architecture (CS 326)	4
Networks I (CS 336)	4
Databases (CS 360)	4
Systems Analysis (CS 469)	4
Capstone Project I (CS 470)	4
Capstone Project II (CS 471)	4

#### MATH COURSES

(4 credits)

Elementary Statistics (Mth 243)	4
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### Computer Programming and Software Option Core

#### COMPUTER SCIENCE COURSES

(36 credits)

Machine Structures and Assembly Language (CS 275)	4
C and UNIX (CS 367)	4
Data Structures (CS 411)	4
Compilers (CS 450)	4
Operating Systems (CS 459)	4
CS electives above the 250 level	16

#### MATH COURSES

(8 credits)

Discrete Structures (Mth 235)	4
Calculus I (Mth 251)	4

CPS majors interested in attending graduate school are strongly encouraged to take Mth 252 and 261, or to consider a mathematics-computer science co-major (see page 108).

### Computer Information Science Option Core

#### BUSINESS COURSES

(24 credits)

Accounting Information I, II (BA 211, 213)	8
Principles of Marketing (BA 330)	4
Organizational Behavior and Management (BA 374)	4
BA upper division electives	8

#### COMPUTER SCIENCE

(20 credits)

Advanced Databases (CS 460)	4
CS electives above the 250 level	16

### Computer Science and Multimedia

(24 credits)

Introduction to Multimedia (AM 233)	4
Choose 12–20 credits from the following courses:	
Design for Multimedia (AM 334)	4
Digital Video (AM 335)	4
Multimedia Authoring (AM 336)	4
Web Authoring (AM 337)	4
Web Interface Design, Graphics, and Animation (AM 338)	4
Selected Topics in Multimedia	
Seminar (AM 407)	1–4
Practicum in Multimedia (AM 409)	1–6

Choose up to 8 credits from the following courses, selected with advisor consent:

Advanced Field Production (VP 315)	4
Applied Editing Techniques for Field and Studio Production (VP 375)	4
Digital Studio (Art 250)	4
Digital Interactive Studio (Art 351)	4
Digital Animation Studio (Art 352)	4
Digital 3D Modeling and Lighting Studio (Art 353)	4
Digital 3D Animation Studio (Art 354)	4
Computer Applications in Chemistry (Ch 371)	3
Computer Imaging (CS 315)	4
Computer Graphics I (CS 316)	4

Note: 20 additional credits with a CS prefix above the 250 level. CS 316 and 416 cannot count for the additional 20 credits and for multimedia credits.

### Computer Security and Information Assurance

#### COMPUTER COURSES

(36 credits)

C and UNIX (CS 367)	4
UNIX System Administration (CS 426)	4
Networks II (CS 436)	4
Security I (CS 456)	4
Security II (CS 457)	4
CS electives above the 250 level	16

#### OTHER COURSES

(8 credits)

Information Technology: Legal and Ethical Issues (Phl/CS 310)	4
Computer Forensics (CCJ/CS 346)	4

### Minor

(28 credits)

Elementary Statistics (Mth 243)	4
Computer Science I (CS 200)	4
Computer Science II (CS 257)	4
Computer Science III (CS 258)	4

Systems Software and Architecture (CS 326)	4
Networks I (CS 336)	4
Databases (CS 360)	4

Students need at least a 2.5 GPA in the required courses.

### Graduate Program

The graduate program in computer science prepares students for a career in industry, although students with strong research interests are prepared to pursue PhD programs at another institution. A set of practical courses builds on the knowledge gained from undergraduate coursework in computer science. Students work with an advisor to create a program plan. With proper planning, it is possible to graduate in one year, although many students take longer. Graduate assistantships that provide tuition and a stipend are available.

The graduate program allows students to work individually with a faculty advisor in an area of personal interest. The faculty specialize in such areas as databases and data mining, GIS, computer graphics, game programming, distributed systems, Internet applications, computer security, and forensics. Graduate students have opportunities to teach and consult, participate in faculty research, and plan curricula.

### Admission Requirements

Students must meet the University admission criteria and then be approved by the department for admission to the graduate program. Applications are reviewed on an ongoing basis. See page 162 in this catalog for the University admission policies. The department evaluates applications on the basis of:

- undergraduate preparation in computer science;
- undergraduate GPA;
- GRE general test scores;
- a statement of objectives; and
- three letters of recommendation from faculty.

Strong undergraduate preparation in computer science is required for admission to the program; however, an undergraduate degree in computer science is not necessary. Students with undergraduate coursework covering the following topics will be well-prepared to enter the program.

- Advanced Programming
- Data Structures
- Operating Systems
- Databases
- Networking
- Computer Organization
- Probability and Statistics
- Calculus

A student who does not have the necessary undergraduate coursework may apply for admission as a postbaccalaureate student to take the necessary courses. Upon successfully completing the prerequisite courses, a student may apply for graduate student status.

## Degree Requirements

All students must complete a minimum of 45 credits of approved graduate coursework. These must include:

1. Three graduate-only courses in the Computer Science Department for a total of 12 credits.
2. From 18 to 36 graduate credits taken within the Computer Science Department. These may include cross-listed courses.
3. From 9 to 27 graduate credits from support-area departments. These may include cross-listed courses. Support-area departments are those approved by a student's graduate advisor.
4. A minimum of 23 credits of coursework within the Computer Science Department.
5. Complete either a project or a thesis. Both require a successful defense before a graduate committee comprising at least three faculty members chosen by the student and one appointed by the graduate council.

## Computer Science Courses

### LOWER DIVISION COURSES

#### CS 109 Practicum

1 to 2 credits

#### CS 115 Microcomputer Applications I

4 credits

Introductory, hands-on course that surveys computer applications, including operating systems, word processors, spreadsheets, and databases.

#### CS 199 Special Studies

Credits to be arranged

#### CS 200 Computer Science I

4 credits

Introduces programming, including fundamental control and data structures.

#### CS 209 Practicum

Credits to be arranged

#### CS 226 An Introduction to UNIX

4 credits

Introduces nonmajors to UNIX. Topics may include the characteristics of multiuser systems, ways to get help, remote access, the UNIX file system, UNIX commands, editing, and mail, with an introduction to command files and programming in UNIX if time permits. Programming experience recommended. Note: Students who have already taken CS 426 may not receive credit for this course.

#### CS 257 Computer Science II

4 credits

Introduces object-oriented programming. Reinforces the fundamental control and data structures of computer science and introduces data abstraction, classes, objects, polymorphism, and inheritance. Prerequisite: CS 200.

#### CS 258 Computer Science III

4 credits

Covers pseudocode, program documentation, input, output, generic methods, exception handling, and an object-oriented introduction to data structures. Prerequisite: CS 257.

#### CS 275 Machine Structures and Assembly Language

4 credits

Uses assembly language concepts to illustrate machine architecture and the translation of features in higher level programming languages. Discusses hardware features and capabilities and introduces direct video access and simple interrupt processing. Prerequisite: CS 257.

### UPPER DIVISION COURSES

#### CS 310 Information Technology: Legal and Ethical Issues

4 credits

Inquires into the ethical and legal implications of the products, activities, and behaviors of digital technology users, emphasizing U.S. laws and technology. Examines digital works, copyright laws, software, business practice patents, and a few significant court cases that raise fundamental constitutional issues. Enables students to understand the complex laws surrounding digital technology and to be able to form sound ethical and legal positions in the digital world. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Phl 310.)

#### CS 312 Simulation

4 credits

Examines the theoretical and practical foundations of computer simulation. Studies simulations of discrete and continuous systems. Assigns projects using standard higher programming languages as well as currently available simulation languages. Prerequisites: CS 257 and Mth 243.

#### CS 313 Introduction to Game Programming

4 credits

Introduces the design and programming techniques used to create computer games. Examines how user interface design, graphics, sound, data structures, and artificial intelligence are combined in highly interactive applications. Prerequisite: CS 257.

#### CS 315 Computer Imaging

4 credits

Introduces basic image-processing techniques, file formats, display methods, and the importance of imaging in the business and scientific communities. Topics include point, area, and geometric processing techniques; convolution techniques; and image enhancement. Prerequisite: CS 257 or equivalent programming experience.

#### CS 316 Computer Graphics I

4 credits

Introduces computer graphics and develops a graphics kernel system for use in several graphics projects. Presents the use of matrices to effect transformations of graphics displays, perspective, clipping, scaling, and hidden line techniques. Prerequisite: CS 367.

**CS 326 Systems Software and Architecture**  
4 credits

Offers a functional, systems-level review of computing equipment and the organization of components and devices into computer architectural configurations. In addition to learning how to configure computer systems, students complete a research paper and presentation on some component within a computer system. Prerequisite: CS 200. Corequisite: CS 326L.

**CS 336 Networks I**  
4 credits

Surveys local area network (LAN) systems with a focus on data communications. Explores serial transmission, LAN setup and administration, communication models (e.g., TCP and OSI), and protocols. Prerequisite: CS 257.

**CS 345 End User Computing**  
4 credits

Introduces the information center concept and its methods for system configuration, as contrasted with the traditional lifecycle development methodologies. Includes information center techniques for providing consultation and assistance in the assembly and testing of systems components. Prerequisite: CS 257.

**CS 346 Computer Forensics**  
4 credits

Surveys the technologies, techniques, and responsibilities of a criminal or civil investigation involving computers, networks, Internet service providers, and electronic evidence. Explores the ways a computer or a computer network can be associated with a crime. Examines rules of evidence and proof. Emphasizes maintaining an evidentiary trail through computer data and network activity. Reviews the responsibilities of the computer forensics investigator, the fragility of computer evidence, and the techniques used to protect evidence. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with CCJ 346.)

**CS 356 Programming Topics**  
2 to 3 credits

Explores programming in different languages. Topics are based on interest and need. Offerings may include Web programming and C++. Repeat credit is allowed for different topics. Prerequisites and credits determined by topic.

**CS 360 Databases**  
4 credits

Introduces the concepts necessary for designing and implementing database systems. Emphasizes data modeling, normalization, and SQL. Prerequisite: CS 257.

**CS 367 C and UNIX**  
4 credits

Explores concepts of the UNIX operating system and the C programming language. Students learn how to use UNIX and how to program in C on UNIX. Prerequisite: CS 257.

**CS 380 Advanced Visual BASIC**  
4 credits

Introduces advanced topics in the Visual BASIC language. Emphasizes access to databases and relational database concepts, database controls, network controls, and optional Visual BASIC program formats, such as DLLs and EXEs. Covers the creation of classes and class modules in Visual BASIC. Addresses net programming and use of the Windows API. Prerequisites: CS 336 and 360.

**CS 399 Special Studies**  
Credits to be arranged**CS 401/501 Research**  
Credits to be arranged**CS 403/503 Thesis**  
Credits to be arranged**CS 405/505 Reading and Conference**  
Credits to be arranged**CS 407/507 Seminar**  
Credits to be arranged**CS 409/509 Practicum**  
Credits to be arranged**CS 411/511 Data Structures**  
4 credits

Develops data structures, with an emphasis on algorithms, characteristics, and applications. Examines alternative algorithms for manipulating data structures and their complexity. Applications include data management systems, file organization, information retrieval, and list processing. Prerequisite: CS 258.

**CS 418/518 Theory of Computation**  
4 credits

Covers formal language and automata theory from finite state automata to Turing machines. Presents the Chomsky hierarchy of languages and the relationship between languages and automata. Prerequisite: CS 411.

**CS 426/526 UNIX System Administration**  
4 credits

Introduces UNIX and shell programming, start-up and shut down, user administration, file systems, controlling processes, adding disks and cron, configuring the kernel, SLIP, PPP, and security. Prerequisites: CS 336 and 367.

**CS 432/532 Client-Server**  
4 credits

Studies application design from a distributed processing perspective. Focuses on server-side programming using CGI scripts and application objects. Examines the issues involved in migrating traditional client-server applications to the Web. Prerequisites: CS 336 and 360.

**CS 433/533 Corporate Web Development**  
4 credits

Introduces XML, XSL, and XQL. Examines e-commerce, digital money, and data encryption. Students are required to work on an e-commerce project as part of the course. Prerequisite: CS 432.

**CS 436/536 Networks II**  
4 credits

Continues Networks I. Offers an in-depth study of network administration. Topics may include Internet access, distributed programming methods, routing, congestion control, security, RPC, name resolution, message-based distributed applications, and Internet architectures. Prerequisite: CS 336.

**CS 446/546 Wireless Networks**  
4 credits

Examines the world of wireless communication. Starting with the fundamentals of the generation and propagation of electromagnetic waves, it surveys information transmission techniques such as spread spectrum and phase shift keying, wireless LANs, personal networks, and cellular and satellite systems. Prerequisite: CS 336.

**CS 450/550 Compilers**  
4 credits

Introduces compiler construction. Students create a compiler for a mini-language. Topics include grammars, lexical analysis, parsers, parser generators, code generation, and code optimization. Prerequisites: CS 367 and Mth 235.

**CS 455/555 Topics in Computer Science**  
2 to 3 credits

Explores selected topics in computer science. Topics are offered based on interest and need. Repeat credit is allowed for varying topics. Prerequisites and credits are determined by topic.

**CS 456/556 Security I**  
4 credits

Introduces the many facets of computer security and information assurance. Explores the security organization and infrastructure within an organization along with policies, standards, and procedures. Covers cryptographic protocols, modes, and algorithms, including DES, AES, RSA, and Kerberos. Prerequisite: CS 336.

**CS 457/557 Security II**  
4 credits

Covers techniques and principles of design and configuration of secure workstations, servers, and LANs. Presents system and LAN intrusion detection and data assurance monitoring. Discusses the basics of virtual private networks and perimeter protection as well as systems and tools used for implementation. Prerequisite: CS 456.

**CS 458/558 Security III**  
4 credits

Studies the threats to computer systems connected to the Internet. Examines how crackers find a system and its vulnerabilities, then use those vulnerabilities to compromise the system, including the use of viruses. Looks at various tools used to attack and defend systems as well as resources to detect and analyze intrusions. Addresses both wired and wireless systems security. Prerequisite: CS 457.



**CS 459/559 Operating Systems**

4 credits

Explores operating systems and components, operating characteristics, user services, and limitations. Covers implementation techniques for processing input-output and interrupt handling; overall structure of multiprogramming systems or multiprocessor configurations; and details of addressing techniques, core management, file system design and management, system accounting, and other user-related services. Prerequisite: CS 367.

**CS 460/560 Advanced Databases**

4 credits

Introduces integrity constraints and triggers, stored procedures, indexing and index structures, transactions, concurrency, locking, and Web databases. Students usually work on a major project during the term. Prerequisite: CS 360.

**CS 462/562 Database Administration**

4 credits

Examines the tasks involved in administering a large and complex database management system (DBMS). Teaches hands-on techniques for installing, setting up, and maintaining a production database. Students use a popular DBMS (e.g., Oracle) to understand the concepts of managing structures, logs, data files, and users. Also prepares students to take the appropriate database administration (DBA) certification exams. Prerequisite: CS 460.

**CS 467/567 Secure Programming Practices**

4 credits

Explores software system threats, vulnerabilities, and controls from the programming perspective. Topics include threat-vulnerability analysis, buffer overflows, access control, race conditions, and input validation. Prerequisites: CS 258 and 360.

**CS 469/569 Systems Analysis**

4 credits

Covers object-oriented software system analysis techniques using Unified Modeling Language (UML). Explores software development methodologies, project planning and management, requirements analysis, and object-oriented design alternatives. Topics include use cases, conceptual data models, the analysis class model, and alternative design strategies. Prerequisites: CS 258 or 380; CS 326, 336, and 360.

**CS 470/570 Capstone Project I**

4 credits

Provides a problem for students to analyze and solve through the design of a solution, the creation and implementation of a software solution, and documentation of the entire process. Project I involves project selection and completion of the design phase. Prerequisite: CS 469.

**CS 471/571 Capstone Project II**

4 credits

The Capstone II goal is for students to finish the work started in Capstone I by creating and implementing the software solution and completing the documentation. The documentation should address project maintenance and the operating procedures required to run the students' software. Prerequisite: CS 470.

**GRADUATE COURSES****CS 581 Topics in the Foundations of Computer Science**

4 credits

Covers selected topics in the foundations of computer science. Sample topics include analysis of algorithms, computational models, and programming languages.

**CS 582 Topics in Information Systems**

4 credits

Explores selected topics in information systems. Sample topics include database systems, networking and the Internet, and creating business frameworks.

**CS 583 Topics in Software Engineering**

4 credits

Covers selected topics in software engineering. Sample topics include metrics, design methodologies, and quality assurance.

**Computer Science-Mathematics**

See *Mathematics-Computer Science* on page 108.

**Criminology and Criminal Justice**

Taylor 212

541-552-6308

Lee Ayers-Schlosser, Chair

Professor: Victor H. Sims

Associate Professors: Lee Ayers-Schlosser,  
Lore Rutz-Burri

Assistant Professor: Marny Rivera

Instructor: Michael Thornicroft

Adjunct Faculty: Tim Barnack, Carl Erickson,

Alan Harper, Ray Shipley

Emeritus Faculty: James Brady,

Vernon E. Hubka, Ivan Polk

The Department of Criminology and Criminal Justice's four major objectives are to:

1. prepare students for successful service in the criminal justice system at local, state, and federal levels;
2. provide general educational experiences for all students with an interest in the criminal justice system;
3. provide services and serve as a resource for organizations and agencies in the criminal justice system; and
4. contribute to the field through academic and applied research.

**Degrees**

BA or BS in Criminal Justice

BA or BS in Interdisciplinary Studies with an emphasis in Criminology and Criminal Justice (see page 143)

**Minor**

Criminal Justice

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Maintain a minimum 2.5 cumulative GPA in major field.
3. No more than one passing grade lower than C- in all upper division CCJ coursework.
4. Complete at least 64 credits in approved CCJ courses, 48 credits of which must be upper division.

**Capstone**

Criminology and criminal justice majors complete the capstone experience after completing at least 120 hours of credits and all supporting coursework. The capstone involves an internship and research. The 3-credit internship (CCJ 409L Capstone: Internship) is usually a field experience appropriate for the student's projected career. Students may complete up to 14 credit hours of internship. They are also required to enroll in a 1-credit research course (CCJ 409 Capstone: Research) in which they write a significant research paper about a topic related to criminal justice and make an oral presentation.

**Required Courses for CCJ Majors****LOWER DIVISION**

(16 credits)

American Criminal Justice System (CCJ 230)	
or Introduction to Criminology (CCJ 231).....	4
Introduction to Law Enforcement (CCJ 241).....	4
Introduction to Criminal Law (CCJ 251).....	4
Introduction to Corrections (CCJ 271).....	4

**UPPER DIVISION**

(32 credits)

Theories of Criminal Behavior (CCJ 331) .....	4
Criminal Law (CCJ 351) .....	4
Juvenile Delinquency (CCJ 361).....	4
Capstone: Research (CCJ 409) .....	1
Capstone: Practicum-Internship (CCJ 409L) ....	3-14
Law of Criminal Procedures (CCJ 413) .....	4
Crime Control Theories and Policies (CCJ 430).....	4
Criminal Justice Leadership (CCJ 451).....	4
Comparative Criminal Justice (CCJ 460) .....	4

**ELECTIVE COURSES**

(16 credits)

Students must select at least four of the following electives; 4 credits must be from CCJ.

Probation, Parole, and Community-Based Sanctions (CCJ 301).....	4
Criminal Investigation (CCJ 321).....	4
Correctional Institutions (CCJ 341).....	4
Computer Forensics (CCJ 346) .....	4
Seminar: Special Topics (CCJ 407) .....	4
Law of Criminal Evidence (CCJ 412).....	4
Law of Corrections (CCJ 414) .....	4
Community Policing (CCJ 416).....	4
Police Problems and Issues (CCJ 417).....	4
Applied Theory (CCJ 431).....	4
Business Law (BA 370) .....	4
Business Ethics (BA 476) .....	4
Nonverbal Communication (Comm 324) .....	4
Interviewing and Listening (Comm 330).....	4
Seminar: Mediation and Conflict (Comm 407) .....	4

Drugs and Society (either HE 453 or Psy 457, but not both).....	3-4
Administrative Law (PS 435).....	4
Social Psychology I (Psy 334).....	4
Social Psychology II (Psy 335).....	4
Human Sexuality (Psy 369).....	4
Lifespan Development (Psy 370).....	4
Humanistic Psychology (Psy 414).....	4
Creative Thinking (Psy 437).....	4
Group Dynamics (Psy 438).....	4
Cognitive Process (Psy 444).....	4
Organizational Psychology (Psy 445).....	4
Stress Management (Psy 453).....	4
Drug Use and Abuse (either Psy 457 or HE 453, but not both).....	4
Psychopathology of Childhood (Psy 463).....	4
Introduction to Helping Skills (Psy 471).....	4
Crisis Intervention Strategies (Psy 475).....	4
Intimate Violence Advocacy Skills Training (WS 418).....	4

The remaining credits necessary to meet the minimum number required for graduation may be selected from a list of recommended academic areas, depending on individual student interest. The student electing to work toward a BA degree typically enrolls in a foreign language within this elective area.

Students with career objectives in criminalistics should consider satisfying degree requirements for both natural science and criminology and criminal justice.

### Social Science Degree Completion Program in Criminology

Designed for students with an interest in policing, probation, parole, jails, prisons, and delinquency, this degree prepares students for immediate entry into the criminal justice field. Because most of the criminology courses are available online, this degree works well for professionals currently in the criminal justice field who have difficulty continuing their education because of location or work schedules. For more information, call the program coordinator at 541-552-6505.

### Minor

(24 credits)

#### LOWER DIVISION

American Criminal Justice System (CCJ 230) or Introduction to Criminology (CCJ 231).....	4
Introduction to Criminal Law (CCJ 251).....	4

#### UPPER DIVISION

Complete four of the following courses as advised:

Probation, Parole, and Community-Based Sanctions (CCJ 301).....	4
Theories of Criminal Behavior (CCJ 331).....	4
Criminal Investigation (CCJ 321).....	4
Correctional Institutions (CCJ 341).....	4
Computer Forensics (CCJ 346).....	4
Criminal Law (CCJ 351).....	4
Juvenile Delinquency (CCJ 361).....	4
Law of Criminal Evidence (CCJ 412).....	4
Law of Criminal Procedures (CCJ 413).....	4
Law of Corrections (CCJ 414).....	4
Community Policing (CCJ 416).....	4
Police Problems and Issues (CCJ 417).....	4
Crime Control Theories and Policies (CCJ 430).....	4
Applied Theory (CCJ 431).....	4
Criminal Justice Leadership (CCJ 451).....	4
Comparative Criminal Justice (CCJ 460).....	4

### Forensics Multidisciplinary Emphasis

Computer Forensics (CS 346/CCJ 346)*.....	4
Forensic Science (Ch 300)*.....	4
Seminar: Criminal Forensic Investigations (CCJ 407).....	4

\*These are upper division Synthesis courses.

### Criminology and Criminal Justice Courses

#### LOWER DIVISION COURSES

##### CCJ 230 American Criminal Justice System

4 credits

Surveys the functional areas of criminal justice in the U.S. Covers law enforcement, criminal courts, sentencing, penal institutions, and community-based sanctions. Includes historical and contemporary perspectives on components of the criminal justice system, as well as the legal and constitutional frameworks in which they operate. Approved for General Education (Explorations).

##### CCJ 231 Introduction to Criminology

4 credits

Surveys descriptive, empirical, and theoretical issues in the study of crime and delinquency. Considers the roles of social, cultural, economic, political, psychological, chemical, biological, and ideological factors in the causes and treatment of criminal behaviors. Exposes students to the major theoretical perspectives in the field, as well as to the critiques and uses of these perspectives in the prevention of and response to crime. Approved for General Education (Explorations).

##### CCJ 241 Introduction to Law Enforcement

4 credits

Examines the roles and public expectations of law enforcement and the police. Involves task analysis of municipal and county police and examines police discretion. Covers minorities and women in policing, the education and training of police, the dangers of policing, the police and change, and a brief introduction to community policing and police issues.

##### CCJ 251 Introduction to Criminal Law

4 credits

Surveys the criminal justice process, from arrest to exhaustion of post-conviction remedies. Introduces students to such substantive criminal law topics as the elements of a crime, defenses to criminal liability, definitions of key crimes, search and seizure, confession and interrogation, and pretrial and trial procedures. Familiarizes students with the jurisdiction, structure, and purpose of the federal and state courts. Serves as a prerequisite for many upper division criminology and criminal justice courses.

##### CCJ 271 Introduction to Corrections

4 credits

Examines the American correctional system. Provides an overview of local, state, and federal correctional agencies. Examines the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and parole and probation. Explores current philosophies of corrections and the debates sur-

rounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations.

#### UPPER DIVISION COURSES

##### CCJ 301 Probation, Parole, and Community-Based Sanctions

4 credits

Focuses on the sociological and criminal justice aspects of the development and current practices of probation, parole, community-based corrections, and intermediate sanctions. Emphasizes the role of community involvement in the treatment and control of individuals in the correctional process. Exposes students to such topics as probation, parole, restitution, community service, deferred prosecution, work release, halfway houses, group homes, and other community-corrections strategies. Prerequisite: Students starting under the 2004-05 catalog will need to complete CCJ 271 before taking this course.

##### CCJ 321 Criminal Investigation

4 credits

Examines the principles, procedures, and methods used in criminal investigation. Covers sources of information, methods of data collection, interviewing, and the types and power of physical evidence.

##### CCJ 331 Theories of Criminal Behavior

4 credits

Offers an advanced, in-depth analysis of the major theories of crime and delinquency. Examines theories in historical context, with emphases on biological, psychological, sociological, and political frameworks.

##### CCJ 341 Correctional Institutions

4 credits

Provides an in-depth examination of the social and historical foundations of the American correctional institution. Focuses on the structure and social processes of institutions of confinement in relation to treatment and rehabilitation. Includes a systematic evaluation of recidivism, general and specific deterrence, rehabilitation, incapacitation, and retribution in relation to the American correctional system. Emphasizes philosophies of punishment, sentencing strategies, the prison community, alternatives to incarceration, and reform efforts. Prerequisite: Students starting under the 2004-05 catalog will need to complete CCJ 271 before taking this course.

##### CCJ 346 Computer Forensics

4 credits

Surveys the technologies, techniques, and responsibilities of criminal or civil investigation that involves computers, computer networks, network service providers, and electronic evidence. Explores various ways in which a computer or computer network can be associated with a crime. Examines computer and networking technologies. Explores rules of evidence and proof. Emphasizes maintaining an evidentiary trail through computer data and network activity. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with CS 346.)

**CCJ 351 Criminal Law**

4 credits

Covers the nature, origins, and purposes of criminal law, constitutional limits on criminal law, general principles of criminal liability, complicity and vicarious criminal liability, inchoate crimes, defenses to criminal liability, and crimes against person and property. Prerequisite: CCJ 251.

**CCJ 361 Juvenile Delinquency**

4 credits

Analyzes the statistics, trends, characteristics, and causes of juvenile delinquency. Discusses biological, psychological, and sociological theories. Examines the relationships between juvenile delinquency and the socialization process, family environment, and social structure. Introduces the theories of delinquency, social influences on delinquency, the history of the juvenile justice system, the juvenile justice process, and the focus on prevention models currently used in the U.S. Prerequisite: CCJ 230 or 231.

**CCJ 399 Special Studies**

Credits to be arranged

**CCJ 405 Reading and Conference**

Credits to be arranged

**CCJ 407/507 Seminar: Special Topics**

4 credits

Offers a critical analysis of selected criminal justice areas, with emphasis on individual research projects. Prerequisite: Instructor consent.

**CCJ 409 Capstone: Research**

1 credit

Prerequisites: Criminology and criminal justice major; 140 credit hours completed; supporting coursework; and instructor consent.

**CCJ 409L Capstone: Practicum-Internship**

Credits to be arranged (3 credits required for major, but up to 14 credits may be taken)

Prerequisites: Criminology and criminal justice major; 120 credit hours completed; supporting coursework; and instructor consent.

**CCJ 412 Law of Criminal Evidence**

4 credits

Offers an in-depth analysis of the controlling rules of evidence and proof applied in criminal cases. Major topics include relevancy, hearsay, impeachment, cross-examination, the Confrontation Clause, real and demonstrative evidence, privilege, scientific and expert testimony, authentication of evidence (laying the foundation), judicial notice, and legal presumptions. Prerequisite: CCJ 251.

**CCJ 413 Law of Criminal Procedures**

4 credits

Examines the balance between individual and societal rights; federal and Oregon constitutions and criminal procedures; stop-and-frisk; arrests; searches for evidence; interrogation and confessions; identification procedures; remedies for constitutional violations; searches; seizures; and the Fourth Amendment. Prerequisite: CCJ 251.

**CCJ 414 Law of Corrections**

4 credits

Covers various sentencing methods used in the U.S., including indeterminate, determinate, and mandatory sentencing guidelines. Addresses

diversion, plea bargaining, probation and parole, competency to stand trial, insanity, the death penalty, and the structure and administration of probation, parole, and post-prior supervision. Prerequisites: CCJ 251 and 271.

**CCJ 416/516 Community Policing**

4 credits

Studies the philosophies, programs, problems, and definitions surrounding the concept of community policing. Offers an analysis of recent changes in U.S. policing. Prerequisite: CCJ 241.

**CCJ 417 Police Problems and Issues**

4 credits

Examines the major issues of modern policing, including recruitment, selection, hiring, retention, training, education, women, change, limited resources, and the political economy of policing. Prerequisite: CCJ 241.

**CCJ 430/530 Crime Control Theories and Policies**

4 credits

Examines traditional and innovative practices of crime prevention and repression. Surveys programs designed to reduce criminal behavior and risk factors associated with criminal behavior in schools, communities, and families. Analyzes policies and practices linked to crime prevention and control, with an emphasis on program evaluation and measurement of success. Prerequisites: CCJ 230 or 231; CCJ 241 and 251.

**CCJ 431 Applied Theory**

4 credits

Surveys issues involved in research design and methods used to test theories of crime and delinquency, including surveys, experiments, field research, and secondary data analysis. Examines contemporary research studies that test the empirical validity of criminological theories. Includes theory testing through development of research proposals. Prerequisite: CCJ 331.

**CCJ 451/551 Criminal Justice Leadership**

4 credits

Analyzes the criminal justice process and its effects on practitioners, clients, and the public. Studies the resources, organization, and leadership involved. Emphasizes the influence leaders exert on the effectiveness of the organization. Examines the construct of bureaucracy and the major philosophical camps of leadership. Prerequisites: CCJ 230 or 231; CCJ 241 and 251.

**CCJ 460 Comparative Criminal Justice**

4 credits

Examines the global crime scene and criminal justice systems of other nations. Reviews the major families of law and other nations' approaches, philosophies, and methods of dealing with their national crime. Topics include cross-national crime data and comparisons, the roles of substantive and procedural law within the nation, and the structure, practices, and training of police, corrections, courts, and court personnel. Prerequisites: CCJ 230 or 231; CCJ 241 and 251.

**Economics**

Taylor 213

541-552-6787

Linda Wilcox Young, Chair

Professors: Ric Holt, Hassan Pirasteh,

Daniel L. Rubenson, Linda Wilcox Young

Associate Professor: Milan ("Kip") Sigetich

Adjunct Faculty: Douglas Gentry,

Rebecca Reid

The logical, ordered way of examining problems and issues taught in the economics major benefits individuals in all lines of work. The program draws from history, psychology, mathematics, philosophy, and other disciplines to prepare individuals for responsibilities ranging from household management to business decision making. The major explores how to reduce unemployment, control inflation, analyze tax policies, and confront problems as diverse as productivity and environmental decay.

Studying economics is an ideal way to prepare for work on a master of business administration degree or for entrance into law school.

Private business firms, banks, and other financial institutions employ economists to undertake specialized economic analysis and to evaluate their market positions and profit possibilities, government domestic economic policies and the implications for their business, and international economic events affecting the operation of their firm.

Firms also employ economics graduates to perform nonspecialized work in sales and management. Economists are involved in community, state, and regional planning and various other jobs in government and nonprofit organizations. Many economists find employment in planning positions in foreign countries, where they work for the State Department, the Department of Commerce, the Treasury Department, the United Nations, the International Monetary Fund, and similar agencies. Economists are also employed as professors and administrators in colleges and universities.

Finally, economists engage in private research and act as consultants to individuals, corporations, and government agencies. The logical, encompassing approach of economics leads to a wide range of career opportunities, enabling students to analyze many diverse topics, both in a professional capacity and in their day-to-day lives.

Students may obtain a minor in economics or even a double major (e.g., economics teamed with business, political science, or international studies) with very little extra coursework, particularly if they begin planning early.

**Degrees**

BA or BS in Economics, with options in:

General Economics

International Economics

Economics and Finance

Applied Economics and Public Policy

**Minor**

Economics



**Certificate**

Certificate in Applied Finance and Economics (CAFE)

**Accelerated Baccalaureate Degree Program**

Economics majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 155.

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Maintain an overall GPA of 2.5 in all economics courses.
3. Complete economics core classes:  
(24 credits)  
Principles of Microeconomics (Ec 201) ..... 4  
Principles of Macroeconomics (Ec 202) ..... 4  
Introduction to the International  
Economy (Ec 320) ..... 4  
Intermediate Microeconomics (Ec 358) ..... 4  
Intermediate Macroeconomics (Ec 376) ..... 4  
Capstone Experience (Ec 494) ..... 4
4. Choose and complete the requirements for one of the following options:  
(32 credits)  
General Economics option  
International Economics option  
Economics and Finance option  
Applied Economics and Public Policy option

**Options for the Economics Major****GENERAL ECONOMICS OPTION***Methods*

- Quantitative Methods (Ec 332) ..... 4  
Applications of Quantitative Methods (Ec 333) .... 4

*Elective Courses*

- Upper division economics ..... 24

**INTERNATIONAL ECONOMICS OPTION***Methods*

1. Choose one of the following courses:  
Quantitative Methods (Ec 332) ..... 4  
Applied Business Statistics (BA 282) ..... 4  
Elementary Statistics (Mth 243) ..... 4
2. Choose one of the following courses:  
Applications of Quantitative Methods (Ec 333) .... 4  
Introduction to Social Research  
Methods (Soc 326) ..... 4

*Required Field Courses*

- International Trade and Finance (Ec 321) ..... 4  
Economic Development (Ec 379) ..... 4

*Elective Courses*

Choose 16 credits of additional upper division economics. A maximum of 8 of those credits may be chosen from the following non-economics courses:

- Cultural Resource Management (Anth 462) ..... 4  
Advanced Economic Geography (Geog 416) ..... 4  
World Politics (IS 350) ..... 4

**ECONOMICS AND FINANCE OPTION***Methods*

- Quantitative Methods (Ec 332) ..... 4  
Applications of Quantitative Methods (Ec 333) .... 4

*Required Field Courses*

- Money, Banking, and Financial  
Institutions (Ec 318) ..... 4  
Principles of Finance (BA 385) ..... 4  
Investments (BA 472) ..... 4

*Elective Courses*

Choose three courses from below (maximum of one Business Administration course).

- Public Finance (Ec 319) ..... 4  
Benefit-Cost Analysis in Project  
Assessment (Ec 364) ..... 4  
Business Cycles and Macroeconomic  
Forecasting (Ec 478) ..... 4  
Financial Markets and Institutions (BA 470) ..... 4  
Financial Management (BA 471) ..... 4  
International Financial Management (BA 473) ..... 4

**APPLIED ECONOMICS AND PUBLIC POLICY OPTION***Methods*

1. Choose one of the following courses:  
Quantitative Methods (Ec 332) ..... 4  
Applied Business Statistics (BA 282) ..... 4  
Elementary Statistics (Mth 243) ..... 4
2. Choose one of the following courses:  
Applications of Quantitative Methods (Ec 333) .... 4  
Public Opinion and Survey Research (PS 311) ..... 4  
Introduction to Social Research Methods (Soc 326) .. 4

*Required Field Courses*

- Public Finance (Ec 319) ..... 4  
Benefit-Cost Analysis in Project  
Assessment (Ec 364) ..... 4

*Elective Courses*

- Choose four *additional* courses from below:  
Environmental Economics (Ec 315) ..... 4  
Money, Banking and Financial  
Institutions (Ec 318) ..... 4  
Labor Economics (Ec 325) ..... 4  
Applications of Quantitative Methods (Ec 333) .... 4  
Gender Issues in Economics (Ec 340) ..... 4  
Oregon's Future (Ec 351) ..... 4  
Business Cycles and Macroeconomic  
Forecasting (Ec 478) ..... 4  
Labor Relations (Ec 482) ..... 4

**Minor**

(24 credits)

- Principles of Microeconomics (Ec 201) ..... 4  
Principles of Macroeconomics (Ec 202) ..... 4  
Intermediate Microeconomics (Ec 358) ..... 4  
Intermediate Macroeconomics (Ec 376) ..... 4  
Upper division economics electives ..... 8

Students working toward a minor in economics are required to register with an advisor through the departmental office. Courses satisfying economics minor requirements may not be taken P/NP.

**Certificate in Applied Finance and Economics (CAFE)**

The Certificate in Applied Finance and Economics (CAFE) is jointly offered by the School of Business and the Department of Economics. The program is open to all students. In size and scope, the certificate is between a minor and a major. To be awarded a CAFE, students must meet the requirements for a CAFE program, as well as for a BA or BS degree at SOU or the transfer equivalent. For more information about this program, see page 144.

**Economics Courses****LOWER DIVISION COURSES****Ec 199 Special Studies**

Credits to be arranged

**Ec 201 Principles of Microeconomics**

4 credits

Introduces consumer and firm behavior and the market process. Explores the economic analysis of different market structures of perfect competition, imperfect competition, and monopoly, along with the principles of income distribution and resource allocation under a market system. Some sections approach the principles of microeconomics by focusing on a particular topic or issue. Approved for General Education (Explorations).

**Ec 202 Principles of Macroeconomics**

4 credits

Deals with human behavior and choices as they relate to the entire economy. Covers aggregate demand and aggregate supply of goods and services; the effect of taxes and spending on the economy's output and employment; and the Federal Reserve's manipulation of the money supply, inflation, and economic growth. Some sections approach the principles of macroeconomics by focusing on a particular topic or issue. Approved for General Education (Explorations).

**Ec 232 Exploratory Data Analysis**

4 credits

Explores data and applications to real-world problems. Students develop an understanding of data in order to correctly interpret statistical summaries, such as means and standard deviations and techniques used with non-normal distributions in the real-world setting. Covers time-series and cross-sectional data with practical examples such as calculation of real values, distribution of a single variable, problems with the existence of skewness and outliers, and methods of averaging for variables as flows or stocks. Prerequisite: Mth 95, Level II. Approved for General Education (Quantitative Reasoning).

**UPPER DIVISION COURSES****Ec 315 Environmental Economics**

4 credits

Applies economic analysis directly to environmental problems. Explores market failure, Pareto optimality, externalities, consumer surplus, and market solutions. Introduces benefit-cost analysis and addresses local problems. Prerequisite: Ec 201.

**Ec 318 Money, Banking, and Financial Institutions**

4 credits

Uses money, credit, and bond market models to explain the determination of interest rates. Develops a forecasting model. Integrates models of Federal Reserve system behavior and analysis of Federal Reserve policies into the forecasting models. Prerequisites: Ec 201 and 202.

**Ec 319 Public Finance**

4 credits

Examines the economic role of the government. Develops models to analyze the effects of different tax policies and the impact of government expenditures. Emphasizes the application of economic principles and improves understanding of current economic events. Prerequisites: Ec 201 and 202.

**Ec 320 Introduction to the International Economy**

4 credits

Explores global economic relations in the historical and political context of current issues. Focuses on the economic interdependence of nations. Prerequisites: Ec 201 and 202.

**Ec 321 International Trade and Finance**

4 credits

Examines the basis for and gains from trade, tariffs, and other barriers to trade; preferential trading agreements; exchange rate determination; and balance of payments. Prerequisite: Ec 320 or IS 320.

**Ec 325 Labor Economics**

4 credits

Analyzes labor markets, employment discrimination, unemployment, trade unions, education, and distribution of income. Examines the relation of public policies to the labor market. Prerequisites: Ec 201 and 202.

**Ec 332 Quantitative Methods**

4 credits

Involves quantitative analysis of actual economic phenomena. Emphasizes computer applications and highlights the essential statistical tools used in solving practical problems. Topics include regression analysis of time series and cross-sectional data, hypothesis testing, and forecasting. Prerequisites: Ec 201 and 202.

**Ec 333 Applications of Quantitative Methods**

4 credits

Provides essential theory and tools for analyzing and solving problems that have significant business and economic consequences. Covers demand analysis and forecasting, alternative forms of forecasting, and empirical estimation of production and cost. Prerequisite: Ec 332.

**Ec 340 Gender Issues in Economics**

4 credits

Explores how gender influences economic participation and outcomes. Examines the differences between the impact of economic realities on women and men. Integrates theory, data, history, and policy. Topics include the household as an economic unit, women and poverty, labor market discrimination, the economics of divorce, and welfare reform. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Ec 350 Alternative Versions of Capitalism**

4 credits

Examines the variants of capitalism that exist in the economies of the United States, Europe, and Asia. Explores their characteristics, institutions, and abilities to provide high levels of economic

growth and employment as well as price and social stability.

**Ec 351 Oregon's Future**

4 credits

Presents an interdisciplinary approach to contemporary issues in Oregon, including politics and history; population demographics; educational problems and reforms; budgetary outlook, tax restructuring, and spending issues; the status of prisons and crimes; and environmental issues. (Cross-listed with SSc 351.)

**Ec 358 Intermediate Microeconomics**

4 credits

Offers an advanced analysis of supply and demand, including consumer behavior, theory of the firm, market structure, factor markets, and general equilibrium. Prerequisite: Ec 201.

**Ec 364 Benefit-Cost Analysis in Project Assessment**

4 credits

Evaluates both private and public investment projects. Analyzes the different investment criteria used to evaluate commercial and social investment projects, with emphasis on benefit-cost criteria. Includes practical application to local problems. Prerequisite: Ec 201.

**Ec 373 Development of Economic Thought**

4 credits

Covers the evolution of economic thought from preclassical views to the mainstream classical school, Keynesian, post-Keynesian, and neo-classical thought. Reviews the major alternative schools, including Marxist and institutionalist. Prerequisites: Ec 201 and 202.

**Ec 376 Intermediate Macroeconomics**

4 credits

Develops concepts and models to explain the determinants of aggregate output, interest rates, unemployment, inflation, and other measures of macroeconomic performance. Examines both long-run and short-run considerations, as well as the influences of external forces and policy decisions on macroeconomic outcomes. Prerequisite: Ec 202.

**Ec 379 Economic Development**

4 credits

Applies theories of economic growth and development to less-developed countries. Specific consideration is given to the process of development as it applies to agriculture, industrial policy, trade, structural adjustment, and women. Prerequisites: Ec 201 and 202.

**Ec 387 American Economic History**

4 credits

Covers the economic development of the U.S. and the evolution of American economic institutions from colonial times to the present. (Cross-listed with SSc 387.)

**Ec 389 America in the Global Economy**

4 credits

Examines the transformation of the American economy since World War II and its growing interdependence with and integration into the world economy. Emphasizes current problems such as budget and trade deficits, international

debt, world competitiveness, protectionism, and economic cooperation with other countries. (Cross-listed with SSc 389.)

**Ec 399 Special Studies**

Credits to be arranged

**Ec 401/501 Research**

Credits to be arranged

**Ec 403/503 Thesis**

Credits to be arranged

**Ec 405/505 Reading and Conference**

Credits to be arranged

**Ec 407/507 Seminar**

Credits to be arranged

**Ec 408/508 Workshop**

Credits to be arranged

**Ec 409/509 Practicum**

Credits to be arranged (maximum 4 credits per term, 15 credits total)

**Ec 478/578 Business Cycles and Macroeconomic Forecasting**

4 credits

Applies knowledge of macroeconomic theory, analysis of current economic conditions, and judgments of likely external and policy influences to construct and present a forecast for the United States economy. Prerequisite: Ec 376.

**Ec 482/582 Labor Relations**

4 credits

Examines the laws governing employer/employee relationships, including common law, federal and state labor acts, administrative agencies, and union contracts. This legal relationship is studied within the broader context of historical trends, political policies, social expectations, and economic influences. Considers legal problems such as discrimination in employment, public employment, industrial health and safety, and minimum wages. BA 374 or Ec 325 recommended. (Cross-listed with BA 482/582.)

**Ec 494 Capstone Experience**

4 credits

A culminating learning experience that applies the principles, theories, and skills of the economics major in a small class environment to challenging and sophisticated economic issues and topics. Allows students to use developed critical-thinking skills and to perform extensive writing.

**Ec 496/596 Economics for Teachers**

4 credits

Applies the principles of micro- and macroeconomics to the social sciences. Examines the importance of fundamental economic principles in individual, business, and bureaucratic decision making. Addresses strategies and methods for integrating economics into the K-12 social studies curriculum. Designed for secondary and elementary teachers. Also suitable for undergraduates interested in entering the elementary or secondary social studies program at SOU. Not recommended for economics majors unless they are contemplating a teaching career.

## Education

Education-Psychology 142

541-552-6286

Geoffrey Mills, Dean

William Greene, Chair

Professors: Arnold Abrams, Geoffrey Mills,

Steve Thorpe, Marty Turner

Associate Professors: Gregg Gassman,

William Greene, Younghee Kim,

Jo-Anne Lau-Smith, Joan Marioni,

Gerald McCain, Wilkins-O'Riley Zinn

Assistant Professors: Amy Belcastro,

Kay Sagmiller

Instructor: Anita Caster

Lecturers: Linda Floyd, Nicole Heun,

Donna Jones, Joan Keller-Hand,

Luann Lane, Christyn Madau, Melissa Stowe

At Southern Oregon University, teacher education is designed to ensure that students who satisfactorily complete programs in education are prepared to meet the educational needs of a changing society. The programs enable students to meet licensing requirements set forth by the state of Oregon. All master's degree programs adhere to the policies outlined in the *School Areas Graduate Program Handbook*.

Undergraduates interested in early childhood or elementary teaching licenses may choose to major in a specific academic subject. These students are advised to consult the School of Education for guidance as they develop their course of study to ensure course prerequisites will be met. Undergraduates who are interested in qualifying for middle school or high school teaching licenses are advised to major in the specific academic subject they expect to teach. Students interested in special education are urged to contact the School of Education for information regarding an appropriate undergraduate major. Since there are other admission requirements for these programs, students are advised to contact the School of Education for assistance. Undergraduates may choose to minor in education.

## Initial Licensure Programs

The School of Education offers initial licensure programs in early childhood, elementary, middle school, high school, and special education. Students who complete these programs are eligible for a master's degree, as well as a recommendation to the Oregon Teacher Standards and Practices Commission (TSPC) for a teaching license.

Potential applicants are urged to contact the School of Education at least two years prior to the time they wish to begin a program so they can plan to meet all the admission criteria by the application deadline. Application deadlines are typically five to six months prior to the start of a program. Enrollment caps have been placed on all initial licensure programs. Contact the School of Education at 541-552-6286 for application deadlines and enrollment limitations.

## Initial Administrator License Program

SOU's School of Education offers a 24-credit, twelve-month program that prepares students for the Initial Administrator License (IAL) issued by the Oregon Teacher Standards and Practices Commission. The IAL program is designed to accommodate working professionals through evening and weekend courses over a calendar year. The cohort will engage in modules based on the integration of theory and practice through coursework accompanied by a 360-hour leadership practicum. SOU faculty and practicing school administrators will facilitate instruction. Program prerequisites include a master's degree, minimum undergraduate GPA of 3.0, teaching license or eligibility to hold a license, and one to three years of teaching experience. Students who do not have a master's degree may enroll concurrently in the Master of Education (MEd) program. Requirements for the IAL are applied toward the completion of the MEd program. This program is pending approval of the Oregon State Board of Higher Education.

## The Master of Arts in Teaching Program

The Master of Arts in Teaching (MAT) program is a yearlong program beginning in July and ending the following July. Students progress through the program in a cohort arrangement: they enter together, enroll in the same classes, and finish together as a community of learners. Beginning in 2005, a part-time MAT option will be available. Contact the School of Education for details. In addition to receiving the MAT degree, students who complete the program are eligible to teach at one or two of the following authorization levels:

Early childhood (age 3–grade 4)

Elementary (grades 3–8)

Middle school (grades 5–9)

High school (grades 7–12)

At the start of the program, students choose the two adjacent authorization levels in which they intend to be licensed. The three options are as follows:

1. Early childhood and elementary school
2. Elementary and middle school
3. Middle school and high school

## Admission Requirements

1. Admission requirements include a baccalaureate degree in a field appropriate to the endorsement area and authorization level. These requirements do not specify a particular undergraduate major for the early childhood/elementary authorization level. Applicants to the elementary/middle school authorization level must select a subject preparation area and show competency in their area by completing a major in the subject area, passing the appropriate Praxis Specialty Area Test, or completing prerequisite courses for the subject area designated in the School of Education list-



ing. Those applying to the middle/high school authorization levels must complete an undergraduate major in the subject they plan to teach (e.g., English or math). In addition to a major, specific courses in the subject area are required. Please contact the School of Education for the appropriate list of courses.

2. Applicants to the early childhood/elementary and elementary/middle school authorization levels are required to earn 12 credits in each of the following areas: a) social studies with at least one course in each of the following: history, geography, and a behavioral science; b) sciences with at least one course in the following: a biological science and a physical science; and c) language arts with at least one course in the following: communication, writing, and English.
3. Applicants to the program are required to have a cumulative GPA of 3.0 in the most recent 90 quarter hours or 60 semester hours of undergraduate work. Applicants to the middle/high school authorization levels must also have at least a 3.0 GPA in all graduate and undergraduate coursework in their endorsement area.
4. Admission requirements include a passing score on a basic skills test. Students may choose the California Basic Skills Test (CBEST) or the Praxis I Pre-Professional Skills Test (PPST).
5. Individuals planning to apply for early childhood/elementary and elementary/middle school levels must complete Mth 211, 212, 213 before entering the program.
6. The program requires applicants to document successful experiences working with children or adolescents in small or large group settings, preferably within public schools. This is a very important requirement for program admission. The School of Education recommends that students consider taking one or two undergraduate courses related to education. Courses such as Ed 251 and 252 offer academic and field-based opportunities for students to explore interest in the teaching profession.
7. Specialty area tests are required for admission. Candidates for the early childhood/elementary and elementary/middle school authorization levels must pass the Praxis Multiple Subjects Assessment for Teachers (MSAT) exams. Candidates for the middle/high school authorization levels are required to pass the Praxis test in their chosen endorsement area. Please contact the School of Education for details.

#### SEQUENCE OF COURSES AND FIELDWORK

The first and last stages of the program take place during the summer and consist primarily of instruction. Fall through spring terms comprise field experiences and courses on campus. The curriculum is a combination of theory, re-

search, pedagogy, content, and process, all of which are woven throughout the program.

#### MAT Instructional Courses

(35–39 credits)

Educational Technology I, II (Ed 534) .....	3
Curriculum, Instruction, and Assessment I, II (Ed 557) .....	6
Special Methods I, II (Ed 558) .....	2–6
Foundations/Research I, II (Ed 559) .....	6
Diversity (Ed 560) .....	3
Human Development, Cognition, and Learning (Ed 562) .....	3
Language and Literacy (Ed 563) .....	3
Human Relations (Ed 566) .....	3
Contemporary Issues, Leadership, and Collaboration (Ed 567) .....	3
Integration Projects (Ed 568) .....	3
Advanced Professional Studies .....	6

#### MAT Field Experience

(21 credits)

#### Special Education Programs

Southern Oregon University offers three special education programs. The Dual Endorsement Program is for individuals who already hold a teaching license. Completion of the program allows students to add the special education endorsement to an existing teaching license. The program is completed by passing a prescribed set of classes that may be taken during the school year and Summer Session. The Dual Endorsement Program requires candidates to complete 37 credits of coursework and related field experience.

The Dual+Master's Program offers the added endorsement plus a master's degree in education. The program comprises 55 credits of coursework and related field experience. Students may complete the Dual and Dual+Master's programs in one- or two-year programs of study while working within the public school system. All courses are offered during late afternoon and early evening; several courses are offered via distance learning.

The Stand-Alone Program allows candidates to become licensed to teach students with exceptionalities at either the elementary or secondary level. When they successfully complete the program, students earn a master's degree in education and a recommendation to TSPC for an initial Oregon teaching license with a Special Education Endorsement. The Stand-Alone Program is a full-year, full-time program. Beginning with the first Summer Session, candidates progress through fall, winter, and spring quarters and complete coursework at the end of the second Summer Session.

Persons seeking admission to the Special Education Programs must have at least a 3.0 GPA and pass a basic skills test (e.g., CBEST or PPST). They must also have taken a foundations of special education course and have documented experience working with children, preferably children with exceptionalities. In addition, applicants for either of the Dual Programs must hold or be eligible for an Oregon teaching license. Candidates for all programs must complete an antidiscrimination workshop and pass

the Praxis Specialty Tests in Special Education. In addition, Dual and Dual+Master's Program candidates must complete at least one work sample, while Stand-Alone candidates must complete two work samples in accordance with Teacher Standards and Practices Commission requirements. Finally, all candidates construct a professional portfolio that demonstrates proficiency in the TSPC-identified proficiencies and authorizations.

#### Dual Endorsement Program Course Requirements

(37 credits)

September Experience (SpEd 509) .....	1
Internship (SpEd 511) .....	6
Law and Policy (SpEd 520) .....	4
Family and Community Services (SpEd 521) .....	3
Administration and Interpretation of Assessment Instruments (SpEd 522) .....	3
Behavior Management (SpEd 523) .....	3
Interventions in Academic Skills (SpEd 524) .....	3
Interventions in Functional Skills (SpEd 525) .....	3
IEP Development (SpEd 526) .....	3
Theory and Tools of Assessment (SpEd 527) .....	2
Theory and Tools of Assessment Lab (SpEd 527L) .....	1
Medical Aspects of Disability (SpEd 528) .....	3
Student Teaching (SpEd 550) .....	2

Note: Program faculty will determine which lab experiences may be required of Dual Program candidates.

The program includes occasional required special seminars on topics important to teachers (e.g., HIV/AIDS training and Oregon CIM/CAM Benchmarks).

#### Dual+Master's Program Course Requirements

(55 credits)

Action Research as an Approach to School Improvement (Ed 519) .....	3
Human Relations (Ed 566) .....	2
September Experience (SpEd 509) .....	1
Internship (SpEd 511) .....	6
Law and Policy (SpEd 520) .....	4
Family and Community Services (SpEd 521) .....	3
Family and Community Services Lab (SpEd 521L) .....	1
Administration and Interpretation of Assessment Instruments (SpEd 522) .....	3
Administration and Interpretation of Assessment Instruments Lab (SpEd 522L) .....	1
Behavior Management (SpEd 523) .....	3
Behavior Management Lab (SpEd 523L) .....	1
Interventions in Academic Skills (SpEd 524) .....	3
Interventions in Academic Skills Lab (SpEd 524L) .....	1
Interventions in Functional Skills (SpEd 525) .....	3
Interventions in Functional Skills Lab (SpEd 525L) .....	1
IEP Development (SpEd 526) .....	3
IEP Development Lab (SpEd 526L) .....	1
Theory and Tools of Assessment (SpEd 527) .....	2
Theory and Tools of Assessment Lab (SpEd 527L) .....	1
Medical Aspects of Disability (SpEd 528) .....	3
Medical Aspects of Disability Lab (SpEd 528L) .....	1
Student Teaching (winter) (SpEd 550) .....	2
Electives .....	6

The program includes occasional required special seminars on topics important to teachers (e.g., HIV/AIDS training and Oregon CIM/CAM Benchmarks).

## Stand-Alone Program Course Requirements

(64 credits)

Candidates for the Stand-Alone Program take a combination of special education courses required of all endorsement seekers and a selection of General Education courses.

Action Research as an Approach to

School Improvement (Ed 519).....3  
Curriculum, Instruction, and

Assessment I, II (Ed 557).....3

Human Relations (Ed 566).....2

September Experience (SpEd 509).....1

Law and Policy (SpEd 520).....4

Family and Community Services (SpEd 521).....3

Family and Community Services Lab (SpEd 521L).....1

Administration and Interpretation

of Assessment Instruments (SpEd 522).....3

Administration and Interpretation

of Assessment Instruments Lab (SpEd 522L).....1

Behavior Management (SpEd 523).....3

Behavior Management Lab (SpEd 523L).....1

Interventions in Academic Skills (SpEd 524).....3

Interventions in Academic Skills Lab (SpEd 524L).....1

Interventions in Functional Skills (SpEd 525).....3

Interventions in Functional Skills Lab (SpEd 525L).....1

IEP Development (SpEd 526).....3

IEP Development Lab (SpEd 526L).....1

Theory and Tools of Assessment (SpEd 527).....2

Theory and Tools of Assessment Lab (SpEd 527L).....1

Medical Aspects of Disability (SpEd 528).....3

Medical Aspects of Disability Lab (SpEd 528L).....1

Student Teaching (Winter) (SpEd 550).....2

Student Teaching (Spring) (SpEd 550).....12

Electives.....6

The program includes occasional required special seminars on topics important to teachers (e.g., HIV/AIDS training and Oregon CIM/CAM Benchmarks).

## Education Report Card

Under Section 207 of Title II of the Higher Education Act (HEA), SOU is required to submit annual reports on its teacher education program. This policy took effect beginning with the 1999–2000 academic year.

## TESTING REQUIRED FOR PROGRAM COMPLETION

In Oregon, a system of multiple measures is used to determine the status of “program completer.” One component of this system requires the educator to pass both a basic skills test and a battery of subject matter tests. For basic skills testing, the educator may choose to take the California Basic Educational Skills Test (CBEST) or the PRAXIS I: Preprofessional Skills Tests (PPST). Authorizations in early childhood, elementary, and middle school level teaching require passing scores on the Multiple Subjects Assessment for Teachers (MSAT).

## TEST PASS RATES

Because the passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses.

## STUDENT-TEACHING SUPERVISION

In 2003–04, 123 students were enrolled in initial licensure programs at SOU and were super-

vised in student-teaching experiences by twenty-eight full-time and part-time faculty (with a student-to-faculty ratio of 4.4:1). Students spent 600 hours in student-teaching experiences during the program.

## ACCREDITATION

SOU’s MAT and Special Education programs are currently fully accredited by the state-licensing agency, the Teacher Standards and Practices Commission (TSPC).

## PERFORMANCE

The SOU MAT and Special Education programs are not under a designation of “low-performing” by the state (as per section 208[a] of the HEA of 1998).

## WEB SITE INFORMATION

A complete version of the SOU “report card” may be viewed at [www.sou.edu/education](http://www.sou.edu/education).

## Previous (Old) Special Education Plans

### Standard License and Standard Endorsement

Students who have completed a Basic Handicapped Learner Endorsement at any institution may complete the Standard Handicapped Learner Endorsement at SOU. Because the department’s courses have changed significantly since the inception of these programs, each student’s program is individually determined. Programs established prior to the course changes are individually altered to result in the least disruption possible. Students needing these changes should see a special education advisor.

### Existing Master’s Degrees Requiring Special Education Courses

Students who have an existing plan for the master’s degree requiring special education courses should see a special education advisor to make the changes necessary to conform with the new course offerings. Existing plans are honored with the least number of course changes possible.

## Master of Arts or Science in Education and Continuing Teaching License Program

*MEd/CTL Program for Teachers Who Completed an Undergraduate or Postbaccalaureate Initial Licensure Program*

Under the Oregon Teachers Standards and Practices Commission (TSPC) Division 17 regulations, all teachers seeking a Continuing Teaching License (CTL) must also have a master’s degree. To continue teaching in the state after January 15, 1999, teachers who come under the provision of Division 17 must meet the master’s degree requirements.

Written in the form of teacher competencies, these regulations are expected to be met by teachers completing the MEd who are seeking the Continuing Teaching License (CTL). The CTL standards differentiate between initial and continuing license candidates. It is the intent of the MEd/CTL Program to provide candidates with the knowledge and skills necessary to

demonstrate the advanced competencies defined by TSPC. Upon completion of this program, participants will be able to demonstrate:

1. instructional excellence;
2. use of action research and assessment to evaluate and validate instructional pedagogy, programmatic choices, and educational policies;
3. integration of research-based educational theory and social, psychological, anthropological, and sociological foundations into educational practice;
4. understanding of the needs of diverse and special student populations, as well as the ability to describe and implement instructional approaches that explore our interconnectedness, while also accommodating and appreciating our racial, ethnic, and cultural differences;
5. leadership skills within the school and the local community; and
6. contributions to the profession through leadership in local, state, and national organizations and to the knowledge base through publications and presentations at professional events.

For those teachers who possess an Oregon Initial License and a master’s degree, there is a separate 12-credit program for meeting the requirements of the Continuing Teaching License. Contact the School of Education at 541-552-6996 for more information.

## Overview of the MEd/CTL Program

The Master’s Degree and Continuing Teaching License Program at SOU comprises four major elements:

1. The Core Competency Areas: research, assessment, pedagogy, diversity, foundations, and leadership;
2. Field-Based Practica and Follow-Up: includes professional portfolio production, reflective dialogue training, and an advanced curriculum work sample;
3. Individualized Professional Development Plan: technology, specializations, authorizations, subject area endorsements, or areas of special interest; and
4. Opportunities for students to explore special programs and offerings.

## General Outline of the MEd/CTL Program

### CORE COMPETENCY AREAS

(18 credits)

Research.....	3
Assessment.....	3
Leadership.....	3
Diversity.....	3
Foundations.....	3
Pedagogy.....	3

**FIELD-BASED PRACTICA AND FOLLOW-UP**

(6 credits)

Comprises a variety of options, all based on the assumption of the importance of formative evaluation opportunities in changing instructional proficiencies and subject matter delivery. The field-based portion includes practica experiences, as well as benchmark and portfolio assessment.

**INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN**

(15 credits)

*Secondary Education Endorsement Areas*

Art  
Biology  
Business  
Chemistry  
English as a Second Language  
Foreign Language  
Health Education  
Integrated Science  
Language Arts  
Mathematics  
Music  
Physical Education  
Physics  
Social Studies  
Speech

*Elementary Education Areas of Concentration*

Curriculum and Instruction  
English as a Second Language  
Special Education  
Special Studies  
Electives..... 6

**Requirements for Admission to the MEd/CTL Program**

1. Possess a baccalaureate degree from an accredited college or university.
2. Complete an approved teacher education program, making the applicant eligible for an Oregon Basic or Initial Teaching License.
3. Complete and submit the SOU application for graduate admission and application fee to the Admissions Office. Transcripts of undergraduate and previous graduate work must accompany the application.
4. Possess a cumulative GPA of at least 3.0 for the last 90 quarter hours (60 semester hours) of undergraduate work.
5. Demonstrate basic literacy skills in reading, writing, and mathematics by completing one of the following:
  - a. pass the California Basic Educational Skills Test (CBEST) with a total score of at least 123, with no scores less than 37 on each of the three content areas of the test;
  - b. pass the Praxis I Pre-Professional Skills Test (PPST) with a score of at least 174 on Reading, 171 on Writing, and 175 on the Math sections of the test;
  - c. pass the former Praxis I Computer-Based Test (CBT) with a score of at least 321 on Reading, 317 on Writing, and 320 on Math;

d. pass the former National Teacher's Exam (NTE) Core Battery Communication Skills with a score of at least 659 and General Knowledge with a score of at least 654; or

- e. document five years of successful full-time employment in a licensed position in public schools.
6. Pass one of the following tests for entry into the master's program:
    - a. Praxis II Multiple Subject Assessment for Teachers (MSAT) Content Knowledge and Content Area Exercises with a total score of at least 310 and no score less than 147 on each section of the test.
    - b. Graduate Record Exam (GRE) with a minimum score of 1200 on combined verbal, quantitative, and analytical sections and a minimum score of 400 on the verbal section.
    - c. Former NTE Core Battery Tests: Test of Communication Skills with a score of at least 667 and the Test of General Knowledge with a score of at least 666.
    - d. Praxis II Specialty Area Exam(s) in endorsed subject.
  7. Complete the Character Question form provided with admission materials.
  8. Submit two favorable recommendations from immediate supervisors employed by educational or social agencies attesting to the applicant's competence to work with school-aged children.
  9. Apply for admission to the teacher education program within the first 12 credits of graduate work. Failure to comply with this requirement may result in delayed completion of the degree program.

**Exit Exam Requirements for the Master's in Education Degree**

Candidates for the master's in elementary education must obtain passing scores on the Multiple Subjects Assessment for Teachers (MSAT) Exam or the former NTE Core Battery Tests in Communication Skills and General Knowledge to complete the master's degree program.

Candidates for the master's in secondary education must obtain a passing score on one or more Praxis Specialty Area tests in the endorsement (subject) area of the degree to complete the master's degree program.

**Master of Arts or Science in Education/Standard Licensure Program**

Graduates of a basic licensure program who wish to obtain a standard license and master's degree should complete the Master of Arts or Science in Education/Continuing Teaching License Program. See the *MEd/CTL Program* section for admission and program details.

**English for Speakers of Other Languages (ESOL)/Bilingual Endorsement Program**

This endorsement program is for licensed teachers who teach or who would like to teach English to speakers of other languages (ESOL) or in a bilingual classroom. Designed for educators with full-time teaching loads, the eight courses (including a field-based practicum) are offered in the evening through V-TEL (distance learning) and during the summer. Teachers wishing to add the bilingual portion to the ESOL endorsement must also demonstrate proficiency in a second language.

The program provides a strong foundation related to language acquisition, as well as linguistic structures and their functions. This foundation is enhanced by an understanding of the relationships between language and culture, as well as an awareness of and sensitivity to cultural issues. The history, growth, and current status of ESOL/Bilingual Education form a significant portion of the program, which also offers a strong foundation in effective teaching strategies and methodology. The practicum requirement provides a practical and experiential base to enhance the learning of students from Hispanic, Native American, and other language backgrounds.

**Changing Authorization Levels or Adding Endorsements**

Students interested in changing authorization levels or adding subject area endorsements are encouraged to inquire about their specific cases by calling the Teachers Standards and Practices Commission (TSPC) at 503-378-3586. A practicum may be required involving a school district (misassignment) and is to be arranged by the individual seeking the change in licensure. These programs can also be completed at SOU. For more information about SOU's offerings, contact the School of Education at 541-552-6996.

**Collaborative Reading Education and Distance Education (CREADE) Program**

The Collaborative Reading Education and Distance Education (CREADE) program offers graduate-level courses in reading/literacy through a consortium of five universities: Eastern Oregon University (EOU), Oregon State University (OSU), Portland State University (PSU), Southern Oregon University (SOU), and Western Oregon University (WOU). Visit the CREADE Web site ([www.ous.edu/aca/CREADE/](http://www.ous.edu/aca/CREADE/)) for information about distance-delivered courses, a 12-credit Literacy Course of Study, a 24-credit Reading Endorsement program, tuition assistance, and more.

**Early Childhood Development Program**

In collaboration with the Early Childhood Education Program at Rogue Community College (RCC), the School of Education offers a bachelor's degree in Early Childhood Development (ECD) at SOU. As a cooperative venture between SOU and RCC, this undergraduate degree offers knowledge and application components drawn from the curricula at both institutions. Students who complete the coursework in ECD may choose an option for applying to a Master



of Arts in Teaching (MAT) program at SOU to achieve a teaching license for early childhood/elementary levels.

For a program plan and list of degree requirements, contact SOU's Early Childhood Development Coordinator Younghee Kim at 541-552-8247 in the School of Education. For a program description, please visit the Early Childhood Development Web site that is linked to the School of Education Web site.

## Minor

(24 credits)

The School of Education offers a 24-credit undergraduate minor for persons interested in gaining skills working in educational settings. Completing the education minor will assist in meeting numerous prerequisites for entering one of the Graduate Teacher Preparation Programs (MAT or Special Education).

*Required Courses (9 credits)*

Introduction to Teaching (Ed 251) ..... 3  
Introduction to Social Foundations

in Education (Ed 252) ..... 3  
The Exceptional Child (Ed 470) ..... 3

*Educational Technology (4 credits)*

Introduction to Multimedia (AM 233) ..... 4

*Practica (choose 3 credits from the following):*

Southern Oregon University Lead and Serve (SOULS) (Ed 253/453) ..... 1-3

(Specialty Area) Practica (Ed 409) ..... 1-3  
Outdoor Education Experiences (Ed 452) ..... 1-3

*Electives*

Choose at least 8 credits from the following:

Fundamentals of Elementary

Mathematics (Mth 211, 212, 213) ..... 4 credits each  
Teaching Global Perspectives Through

Children's Literature (Ed/Eng 398) ..... 4

Foundations in Early Childhood (Ed 480) ..... 3

Curriculum Design in Early Childhood (Ed 484) .. 3

Assessment and Planning in Early

Intervention (Ed 485) ..... 3

Curriculum Content in ECE (Ed 486) ..... 3

Family, School, and Community

Relations in ECE (Ed 487) ..... 3

Teaching Literature (Eng 488) ..... 4

Young Adult Novel (Eng 489) ..... 4

Child and Adolescent Development (Psy 460) ..... 4

Writing Workshop for Teachers (Wr 312) ..... 4

Teaching Written Composition (Wr 472) ..... 4

## Education Courses

### LOWER DIVISION COURSES

#### Ed 205 Reading and Conference

Credits to be arranged

#### Ed 207 Seminar

Credits to be arranged

#### Ed 209 Practicum

Credits to be arranged

#### Ed 251 Introduction to Teaching

3 credits

Introduces the historical, philosophical, and contemporary foundations of the American educational system. Fosters an understanding of teaching and learning processes, as well as the legal, financial, and ethical issues involved in today's schools. Analyzes current trends and

issues in education and provides students with a framework to make decisions about entering the teaching profession. Provides opportunities to engage in field-based activities.

#### Ed 252 Introduction to Social Foundations in Education

3 credits

Examines how schools function in today's American democratic society. Exposes the potential discrepancies between the goals and the actual accomplishments of education. Explores the relationship between schools and the larger multicultural society, with emphasis on gender, social class, age, race, and ethnicity issues.

#### Ed 253 Southern Oregon University Lead and Serve (SOULS)

1 to 3 credits

Students explore their fields of interest and gain experience in a variety of community service placements. For each credit, participants spend thirty hours working in a setting of their choice. For placement in the public schools, students must contact the School of Education. Course credit varies in proportion to the amount of time spent and the level of involvement.

### UPPER DIVISION COURSES

#### Ed 309 Advanced Practicum and Seminar

2 credits

Supervised teaching of children in a lab school or community setting, applying what has been learned through coursework and previous lab experiences. Students take on the role of a lead teacher for a portion of the experience and work closely with parents and staff. In collaboration with the cooperating teacher, students plan, implement, and evaluate developmentally appropriate activity lesson plans, which are used for portfolio development. Serves as an open forum to self-assess, discuss, and reflect on what has been learned from student teaching experiences.

#### Ed 346 Special Studies: Child, Family, and Community

1 credit

Develops skills for establishing effective and mutually respectful relationships between the early childhood professional and families of children with whom the professional works. Students apply information to early childhood settings by completing projects that relate to formal and informal communication with parents, parent education, and parent involvement strategies. Requires students to plan a special event for parents in an early childhood setting.

#### Ed 348 Special Studies: Children with Disabilities and Their Families

1 credit

Explores how teachers engage children with disabilities in the classroom. Includes adapting indoor and outdoor environments and activities, and covers working with parents to enhance the development of children with a variety of special needs. Applies understanding of disabilities and research-based best practices into the classroom setting in collaboration with parents and other professionals to provide meaningful experiences for children with special needs.

#### Ed 365 Special Studies: Children at Risk

1 credit

Explores stressful issues that impact the development of the whole child, including divorce, child abuse, moving, death of family members, changes in the family system, poverty, and cultural differences. Students research and apply knowledge to specific early childhood settings by planning curriculum and modifying classroom environments. Requires a case study of a child dealing with at least one stressful issue.

#### Ed 385 Special Studies: The Early Childhood Professional

1 credit

Explores issues related to professional conduct and the development of professional philosophy. Topics include professionalism, historical and current factors, early childhood education programs, parent interaction, job opportunities, ethical and legal issues, and community resources. Students research and apply information to a particular early childhood issue. Requires students to complete a project enabling them to directly participate in professional activities in the early childhood community.

#### Ed 398 Teaching Global Perspectives Through Children's Literature

4 credits

Immerses prospective elementary and middle school teachers in integrated content and instruction by examining both the literary elements and social science information present in international children's literature. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Eng 398.)

#### Ed 399 Special Studies

1 to 3 credits

#### Ed 407/507 Seminar

Credits to be arranged

#### Ed 409 Practicum

1 to 2 credits

#### Ed 451 Advanced Teacher Assistantship

1 to 2 credits

Provides opportunities to learn about the roles, responsibilities, and skills needed to supervise educational activities. Laboratory includes working in a public school classroom under the direction of a cooperating teacher. Students work with children both one-on-one and in small groups, and they learn to apply basic data-taking skills. Course may be applied toward a minor in education.

#### Ed 452 Outdoor Education Experiences

1 to 2 credits

Students participate as counselors or teacher's assistants in a public school outdoor education program. Typically includes travel with a fifth- or sixth-grade class to the mountains, desert, or seashore to see how a natural setting becomes the perfect classroom for an integrated curriculum. Course credit varies in proportion to the amount of time spent in the experience.

**Ed 453 Southern Oregon University Lead and Serve (SOULS)**

1 to 2 credits

Explores fields of interest and allows students to gain experience in community service placements. For each credit, participants spend thirty hours working in a setting of their choice. For placement in public schools, students must contact the School of Education. Course credit varies in proportion to the amount of time spent and the level of involvement.

**Ed 470/570 The Exceptional Child**

3 credits

Examines the special educational needs of children classified as exceptional. Analyzes the legal requirements of mainstreaming and special programs. Covers the practical aspects of providing or adapting materials, curriculum, and teaching techniques. Studies the affective domain of exceptionality and strategies to help children develop to their fullest potential.

**Ed 480/580 Foundations in Early Childhood**

3 credits

Introduces students to the field of early childhood education and presents an overview of historical and philosophical perspectives. Explores different approaches to ECE programming. Considers relevant issues in the field of early childhood and analyzes early education from a cross-cultural perspective.

**Ed 484/584 Curriculum Design in Early Childhood**

3 credits

Examines early childhood development and learning as a basis for determining developmentally appropriate experiences for young children. Incorporates observation and evaluation into organizing principles and considers the meaning and development of play and its importance in curriculum design. Examines relationships between the environment and program goals.

**Ed 485/585 Assessment and Planning in Early Intervention**

3 credits

Covers the administration and interpretation of screening and assessment tools for identification and evaluation of infants, toddlers, and preschool children with special needs. Examines curricula issues and intervention strategies related to service, delivery, and advocacy for preschool children.

**Ed 486/586 Curriculum Content in Early Childhood Education**

3 credits

Uses the developmental-interaction approach as a framework for integrating scientific, social, and mathematical content areas into early childhood programs. Considers ways to facilitate creative development and expression through the visual and performing arts. Explores the role of teacher as facilitator and examines ways to integrate health, safety, and nutrition instruction.

**Ed 487/587 Family, School, and Community Relations in Early Childhood Education**

3 credits

Examines the socializing environments in a child's life and their interrelatedness. Focuses on understanding the importance of cooperation and collaboration between family and school, including special educators and other professionals. Examines conferencing techniques and explores ways to build positive relationships and strengthen communication between school and family.

**Ed 488/588 Early Language and Literacy Development**

3 credits

Examines the process of language development and the emergence of literacy. Studies the cognitive and social bases of language and literacy development. Considers ways of promoting language and literacy development, including the selection and use of activities and materials.

**Ed 489/589 Interpersonal Relations and Group Management in Early Childhood Education**

3 credits

Focuses on understanding social and emotional development as a basis for effective group management and positive interpersonal relations. Examines different theories of group management and their relationships to curriculum design. Considers ways to foster positive interactions between children and adults.

**Ed 491/591 School Law and Organization**

3 credits

Studies federal, state, and local legal institutions and laws that affect schools. Emphasizes governance and liability of schools.

**Ed 493/593 Observation and Evaluation of Teaching**

3 credits

Provides an opportunity for experienced teachers to observe contemporary trends in education and applied learning theories as demonstrated in the schools. Analyzes learning theories, investigates trends and their use in classroom situations, and discusses the effectiveness of educational theories and practices on instruction.

**GRADUATE COURSES****Ed 500 Professional Development**

0 to 2 credits

Designed and sponsored by educational agencies. Offers professional development courses for educators. A maximum of 6 credits may be applied to fifth-year or graduate degree programs.

**Ed 501 Research**

Credits to be arranged

**Ed 503 Thesis**

Credits to be arranged

**Ed 506 Special Individual Studies**

Credits to be arranged

**Ed 508 Workshop**

Credits to be arranged

**Ed 509 Practicum**

1 to 2 credits

**Ed 510 Field Experience: Research Application**

1 credit

Provides students with opportunities to practice specific research skills, such as observation, interviewing, and data analysis.

**Ed 511 September Experience**

1 to 2 credits

Allows students to observe and participate in the preparation of a new public school year and to experience the classroom during the first weeks of school. Provides opportunities to observe and reflect on how public school teachers establish expectations and norms that affect the entire school year. Additionally, teacher education students assist teachers in preparing classrooms.

**Ed 512 Educational Research**

3 credits

Equips students with the necessary skills to become critical consumers of educational research. Students apply research findings to problem identification and analysis; they also develop a research design appropriate for investigation of a relevant educational problem.

**Ed 513 Evaluation and Management of Classroom Instruction**

3 credits

Through classroom observations, students learn to collect, analyze, and use objective data to evaluate the major elements of classroom instruction. Students practice a variety of evaluation tools. Develops management techniques and skills to provide feedback and direction to others. Students also develop their rationale for evaluative practices and create an evaluation instrument of their own.

**Ed 514 Education in Sociological Perspectives**

3 credits

Examines literature and research related to the current and historical role of public education in American society from the multiple perspectives of the social sciences. Strengthens analytical skills by applying social science research to the assessment of educational change and public policy in public schools. (Cross-listed with SSc 514.)

**Ed 515 Field Experience: Understanding the Learner**

1 to 2 credits

Focuses on human development, cognition and learning, and the multiple influences on these phenomena as they relate to educational institutions.

**Ed 516 Field Experience: Gradual Participation in Delivering Instruction**

1 to 2 credits

Offers a supervised field experience practicum in a public school as preparation for half-day student teaching. Teacher education students engage in systematic observation and gradually participate in delivery of instruction.

**Ed 517 Student Teaching: Second Authorization Level**

4 to 10 credits

Provides a supervised half-day student teaching experience in a public school as preparation for full-day student teaching. Teacher education students engage in systematic observation and gradually assume teaching responsibilities.

**Ed 518 Student Teaching: First Authorization Level**

10 to 13 credits

Final supervised student teaching experience in a public school. Teacher education students assume the full-day classroom teacher's role and responsibilities. Provides an opportunity to refine teaching style and management strategies and to be part of the total school environment.

**Ed 519 Action Research as an Approach to School Improvement**

3 credits

Develops knowledge and skills in appropriate action research techniques. Participants develop an action research proposal that may be implemented in their schools or classrooms and may also be appropriate for submission to grant agencies for funding.

**Ed 520 Professional Portfolio**

1 to 2 credits

The professional portfolio demonstrates the advanced knowledge, skills, and competencies required of students in the MEd/CTL Program. Students work individually with a faculty advisor to compile appropriate documentation over the course of their programs. Once they have completed the program and fulfilled all the requirements, students submit the final version of their portfolio via this course.

**Ed 521 Field-Based Practicum: ESOL/Bilingual**

3 credits

Provides practicum experience in an ESOL/bilingual classroom. Students work with second-language learners, and they are required to work closely with a mentor teacher. Students also complete a work sample.

**Ed 522 Curriculum Design and Educational Change**

3 credits

Engages students in applying knowledge and skills to real-world situations. Leads students beyond basic recall to high levels of achievement. Challenges students to perform a comprehensive examination of the processes, content, and assessments related to the spectrum of curriculum areas present in a K–12 instructional program.

**Ed 523 Issues of Educational Reform**

3 credits

Introduces students to areas of educational reform, restructuring, and change. Includes international, national, state, and local reform efforts and research into educational change. Provides personal strategies for promoting and coping with educational change efforts.

**Ed 524 Professional Models of Governance**

3 credits

Covers the strategies used by educators as they manage and cope with the numerous innovations and refinements to teaching and learning required in today's schools. Focuses on the principles governing the improvement process.

**Ed 525 Public and Professional Relations**

3 credits

Helps teachers project a positive public image. Involves understanding the multiple audiences and the variety of forums available for articulating one's vision of what education should be. Participants learn to communicate effectively, identify common goals, and present thoughts clearly. Introduces teachers to effective strategies for building positive relationships.

**Ed 528 Leadership into Practice**

3 credits

Creates conditions for teacher leadership and requires practice in principles supporting individual and collaborative growth and change. Using current understandings of the forces of educational change and the implementation of personal and professional action plans, students in the MEd/CTL Program work at their school sites to aid in teaching and learning improvement.

**Ed 533 Advanced Curriculum Work Sample**

3 credits

Designed for previously licensed teachers who have fulfilled Oregon standard teacher licensure requirements. Working independently, candidates prepare a teaching performance work sample consisting of a multiweek teaching unit. The written work sample must include unit goals, lesson plans, pre- and post-instruction student performance data, interpretation of learning gains, and modifications in response to student progress. Students negotiate an individualized meeting and progress schedule with the instructor.

**Ed 534 Educational Technology I, II**

1 to 2 credits

Provides an overview of the effective use of instructional technology in elementary education classes. Students use a variety of media to prepare teaching materials and deliver instruction. Emphasizes applying computers to the elementary school curriculum.

**Ed 535 Education in Historical Perspectives**

3 credits

Examines diverse historical perspectives on the origins and development of the aims of American schooling. Provides a foundation for investigating current educational trends and practices. Analyzes the development of educational systems beyond the borders of the United States to deepen understanding of the directions of educational change around the world.

**Ed 538 Mathematics in the Elementary School**

3 credits

Focuses on understanding how children learn mathematical concepts and processes. Examines current best practice for teachers in elementary and middle schools, including

hands-on instruction, inquiry and constructivist approaches, and integration of mathematics across the curriculum. Examines some commercially prepared programs, such as Math Their Way and Box It and Bag It.

**Ed 540 Reading Programs: Curriculum/Instruction, K–12**

3 credits

Prepares students for leadership roles in developmental, remedial, and enrichment reading programs at school- and district-wide levels. Reviews current materials, media, and management systems for teaching K–12 reading.

**Ed 541 Education in Anthropological Perspectives**

3 credits

Examines education as a cultural process, with emphasis on learning and learners. Considers concepts from the fields of anthropology and education and applies them to understanding cultural acquisition in a wide variety of social settings.

**Ed 542 Education in Philosophical Perspectives**

3 credits

Examines how the ideas of philosophers relate to current educational aims and practices. Helps students strengthen their own philosophies about educational aims and practices.

**Ed 543 Foundations in Second Language Education**

3 credits

Examines philosophies and practices in teaching language-minority students. Studies bilingualism and biculturalism from psychological, social, and political standpoints. Analyzes program models, as well as the theories and philosophies underlying these models. Provides an understanding of the laws pertaining to educating second-language learners and current theory and research in the fields of ESOL and bilingual education.

**Ed 544 Strategies and Materials: Second-Language Learner**

3 credits

Equips teachers with a range of effective instructional methodologies for facilitating learning among language-minority students. Examines innovative materials for developing culturally appropriate learning experiences. Presents approaches to instruction in specific content areas (reading, writing, mathematics, science, and social studies). Examines and integrates the use of current technology to enhance instruction for second-language learners.

**Ed 545 First- and Second-Language Acquisition and Development**

3 credits

Explores the various theories on how first and second languages are acquired. Considers the importance of the early development of a first language and the relationship of this development to the acquisition of other languages. Integrates the relationship of language to cognitive development, as well as definitions and descriptions of bilingualism.



**Ed 546 Assessment and Evaluation of Second-Language Learners**

3 credits

Teaches assessment principles in the context of language acquisition theory, pedagogical methodology, and legal considerations for second-language learners in the public school system. Emphasizes language proficiency and academic progress in the first and second languages of the students. Introduces standard and alternative instruments and measures. Examines cultural and linguistic biases in assessment and evaluation.

**Ed 547 Impact of Culture in the Classroom**

3 credits

Focuses on how culture manifests itself in school settings and provides a foundation for understanding methods and strategies to ensure that each student's own cultural experiences are reflected and validated in classroom learning experiences.

**Ed 548 Culture and Family/Community Involvement**

3 credits

Focuses on parent and community involvement in schools. Presents strategies for building strong partnerships among parents, teachers, students, and community members. A study of the differences between school culture and the diverse cultures represented by children and families provides a foundation for learning methods and programs that promote cooperation and collaboration among the school, family, and community. Considers communication strategies among school personnel and families with limited English proficiency.

**Ed 549 ESOL/Bilingual Portfolio**

3 credits

Participants in the ESOL/Bilingual Endorsement Program document their understanding and competency through the development of a professional portfolio. Includes information on professional portfolios and format options for documenting the required competencies. Establishes standards for quality. The instructor works individually with students to facilitate the development of a thorough accumulation and presentation of evidence regarding each of the competencies.

**Ed 552 Student Teaching: Early Childhood**

2 to 6 credits

Placements in early childhood programs enable students to engage in systematic observation and gradually assume teaching responsibilities. Promotes refinement of skills in curriculum design and delivery.

**Ed 557 Curriculum, Instruction, and Assessment I, II**

1 to 3 credits

Studies classroom teaching processes to help the beginning teacher develop a repertoire of strategies for instruction, planning, and assessment of diverse elementary, middle, and secondary classrooms. Emphasizes effective strategies for standards-based education and the implementation of the Oregon Education Act for the

Twenty-First Century. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores material related to the characteristics and needs of at-risk youth and considers how schools can respond to these needs.

**Ed 558 Special Methods I, II**

1 to 2 credits

Familiarizes students with the skills, instructional techniques, curricular designs, and materials associated with successful teaching of specific subjects at the developmental levels designated in the TSPC licensure framework. Emphasizes effective strategies for standards-based education and the implementation of the Oregon Education Act for the Twenty-First Century. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores material related to the characteristics and needs of at-risk youth and considers how schools can respond to these needs.

**Ed 559 Foundations/Research I, II**

1 to 2 credits

Examines literature and research from diverse social science disciplines to present American public education in historical and social context. Emphasizes the multicultural history of public education in the U.S. and the increasing diversity of precollegiate classrooms. Provides knowledge and skills of action research techniques, with the aim of helping students implement action research projects for school improvement. Includes a practicum in which teacher education students practice action research techniques as a strategy for school improvement.

**Ed 560 Diversity**

3 credits

Emphasizes the philosophical and epistemological perspectives of multicultural education in American public schools. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores materials related to the characteristics and needs of at-risk youth and considers how schools can respond to these needs. Introduces curriculum planning, instruction, and assessment techniques that help develop an effective multicultural education program at each level of education in public schools.

**Ed 561 Advanced Educational Psychology**

3 credits

Examines major theories of learning and measures current issues and educational practices against a continuum of theories in educational psychology. Engages students in research and development related to theoretical frameworks in educational psychology. Analyzes problems encountered in providing equal and appropriate education to minorities, the culturally different, and the disabled.

**Ed 562 Human Development, Cognition, and Learning**

3 credits

Facilitates an understanding of human development from conception to age twenty-one. Includes learning theories and language; cog-

nitive, social, emotional, and physical development of children; and neurological research. Makes connections between research on learning theories and experiences in a child's school life to build stronger bonds between teaching and learning. Includes a practicum in which teacher education students develop effective ways of addressing learning differences and gain a better understanding of children with unique needs.

**Ed 563 Language and Literacy**

3 credits

Presents language and literacy as interactive processes involving reading, writing, thinking, talking, and active listening. Examines the current theories, strategies, and pedagogy for grades P-12 necessary to promote an educated, diverse society that meets language and literacy demands of the twenty-first century. Activities emphasize a multicultural perspective, with a special focus on the needs of at-risk students.

**Ed 564 Seminar: Supervision**

3 credits

Participants examine all of the possible activities that can be supervised in a classroom or school, determining the methods best-suited to each area. Focuses on areas of personal growth and the best methods for supervising regular and special education students and classroom volunteers. An investigative project helps students focus on the special needs and interests of each participant. Explores peer coaching and collegial supervision. Students design a supervision program.

**Ed 565 Assessment and Improvement of Basic Skills**

3 credits

Focuses on the development of literacy in all areas of the curriculum. Investigates methods of assessing a student's learning difficulties and devising alternative corrective modifications of materials and instruction. Topics include the development of language, reading comprehension strategies, the role of intelligence tests, standardized testing and its uses, performance assessment, and error analysis. Involves a practicum using assessment tools learned during the class.

**Ed 566 Human Relations**

1 to 2 credits

Describes a broad range of interactions, including the interpersonal interactions and intrapersonal orientations of each individual. Examines human relationships and classroom organization and management, which help teacher-education students understand how to establish classroom climates that support learning. Addresses issues related to exceptionality, including mainstreaming and inclusion. Explores materials related to the characteristics and needs of at-risk youths and considers how schools can respond to these needs. Examines relationships among schools, parents, and communities.

**Ed 567 Contemporary Issues, Leadership, and Collaboration**

1 to 2 credits

Considers current issues affecting public school teachers, such as curriculum instruction, assessment, technology, time, the learning environment, school-community relations, governance, personnel, and teacher leadership. Builds an understanding of the focal points for participating in school restructuring efforts. Emphasizes effective strategies for standards-based education and the implementation of the Oregon Education Act for the Twenty-First Century.

**Ed 568 Integration Projects**

3 credits

Provides a framework and support for major capstone projects (professional portfolio and advocacy project) that integrate multiple program elements. Helps students make connections between theory and practice. Promotes disposition and strategies for reflective practice.

**Ed 569 Language and Literacy in the Content Areas**

3 credits

Develops competence in teaching the interactive processes of reading, writing, listening, speaking, viewing, and thinking across the curriculum. Focuses on strategies for teaching students of varied backgrounds and abilities. Grades 4–12.

**Ed 571 Middle School Curriculum**

3 credits

Offers an instructional program appropriate for the early adolescent years, with emphasis on the various subject fields. Includes the curriculum, current organizational and instructional practices, and trends associated with the middle school movement.

**Ed 572 Learning Styles, Multiple Intelligences, and Emotional Intelligence**

3 credits

Examines the multifaceted nature of students and develops lesson plan formats that incorporate the latest research on the diversity of learning styles and intelligences. Uses the Dunn and Dunn model of learning styles, Howard Gardner's Multiple Intelligences, and Daniel Goleman's Emotional Intelligence as starting points. As they study their students, participants also learn about themselves and their own styles.

**Ed 575 Reading Comprehension, K–12**

3 credits

Examines how humans process written information. Critiques current theories about reading and writing. Includes information on reading instruction in countries with similar and different symbol systems. Focuses on ways to produce K–12 literacy levels appropriate in the total curriculum of a multicultural society. Prerequisites: Ed 558 and admission to teacher education.

**Ed 577 Performance Assessment**

3 credits

Presents performance assessment as an option for evaluating students. Examines several performance assessment models and compares them with traditional forms of evaluation. Studies authentic assessment as a related topic. Enables students to construct scoring guides and use portfolios for performance assessment tasks.

**Ed 578 Tests and Measurement**

3 credits

Introduces teachers to the elements of measurement and assessment essential to classroom practice. Develops the skills to construct and select valid measures of student learning.

**Ed 579 School Improvement Measurement**

3 credits

Provides participants with a repertoire of school improvement measurement strategies that may be used for profiling students' outcomes as part of developing a school improvement plan. Specifically addresses issues of measurement-related school improvement, the purposes and products of school improvement, and possible applications of school improvement measurements to the School Improvement Plan.

**Ed 581 From At-Risk to Resiliency**

3 credits

Examines the factors that place a student at risk, with the goal of identifying the most beneficial strategies for pulling students through difficulties. Includes chemical abuse, physical and sexual abuse, dysfunctional families, suicide, and socioeconomic status. Addresses the use of community agencies and development of classroom resources.

**Ed 582 Counseling Techniques**

3 credits

Explores counseling techniques for classroom teachers. Develops the theoretical understanding and practical skills needed to deal constructively with serious personal problems that may affect the behavior and achievements of students.

**Ed 583 Comparative Education**

3 credits

Introduces a global, comparative view of education through the examination of education systems in other countries, such as Australia, New Zealand, Japan, and the United Kingdom. Specifically examines national educational reform agendas, public school structures, and research that compares schooling in the U.S. with other countries.

**Ed 590 Complex Instruction**

3 credits

Creates a classroom environment that incorporates an understanding of current educational research on learning styles, multiple intelligences, cooperative learning, relative social status of students from diverse backgrounds, and rigorous academic inquiry. Challenges elementary, middle, and secondary level teachers to engage all learners using techniques that address the wide range of expectations and abilities pres-

ent in today's classrooms. Puts into practice the theory of complex instruction as students participate in the curriculum implementation, instructional methodology, and assessment activities accompanying this advanced treatment of learning processes and the roles of educators in the classroom.

**Ed 592 Humanizing Instruction**

3 credits

Relates the research, theory, and practice of humanistic psychology to the classroom, with emphasis on techniques for building a positive self-concept, resolving classroom conflict, and building effective interpersonal relationships.

**Ed 594 Issues in Native American Cultures**

3 credits

Provides an overview of the history, culture, and life ways of Native Americans, with focus on the peoples of the Pacific Northwest. Provides a basic foundation in Native American history. Examines Indian-white conflict, subsequent cultural disruption, and the impact of events on contemporary Native American peoples. Presents teaching and learning styles in Native American cultures based on research and practice. Examines contemporary topics and issues in Native American cultures and introduces cultural life ways, including song, oral tradition, and dance.

**Ed 595 Models of Professional Growth**

3 credits

Students learn elements of reflective dialogue used to refine an educator's curriculum, instruction, and assessment skills. Develops an understanding of professional growth that does not involve time-consuming effort, but provides the potential for leadership in a world of constantly evolving innovative techniques and school reform movements.

**Ed 596 Models of Teaching**

3 credits

Examines the compendium of instructional strategies appropriate to various teaching and learning purposes. Develops expertise in the elements of effective models for teaching in K–12 classrooms through a researched cycle of demonstration, practice, and feedback.

**Ed 597 Creativity in the Classroom**

3 credits

Addresses the challenge of incorporating creativity into the classroom amidst the competing demands of content-across-the-curriculum and the diverse range of student abilities. Offers K–12 teachers an opportunity to acquire and practice multiple strategies for fostering creativity in the classroom.

**Ed 598 Effective School Communications**

3 credits

Develops the skills needed to communicate effectively in school districts. Topics include the impact of communication on school effectiveness, communication in negotiations and conflict management, the effect of communication on school improvement and educational change, and interviewing and observational skills.

## Special Education Courses

### GRADUATE COURSES

#### SpEd 509 September Experience

1 credit

In this first field experience, the special education candidate observes the activities of an experienced special educator as the school year begins. The candidate will observe and support the special education teacher to set up the classroom, become acquainted with students, the schedule of services, and any other tasks necessary to begin the school year. Candidates will maintain a journal and gather specific information regarding assessments, curriculum, students, and ways in which services are scheduled. Activities associated with SpEd 521L, 528L, and Ed 519 will be conducted throughout the September Experience.

#### SpEd 510 Practicum II: Assessment

3 credits

Follows Special Educator I and II assessment courses. Involves the preparation of a work sample for the Special Educator I applicant. Includes completion of a comprehensive assessment covering both language arts and math (such as the administration of a complete Woodcock-Johnson battery).

#### SpEd 511 Internship

6 credits

The culminating experience for interns in the Dual Special Education Program. Successful candidates will be endorsed to teach in both special education and general education settings. A half-day, full-term internship experience designed to give the intern maximum opportunity to direct and manage a special education setting. When appropriate, interns assume total responsibility for student instruction, scheduling, management, and mainstreaming, as well as dealing with classroom assistants, parents, volunteers, and regular education staff.

#### SpEd 515 Understanding the Needs of the Talented and Gifted

3 credits

Introduces the regular classroom teacher, administrator, or parent to the education of gifted children. Includes historical perspectives, characteristics of gifted and talented students, definitions of giftedness, principles of acceleration and enrichment, parenting, and legal issues.

#### SpEd 516 Identification and Assessment of the Gifted or Talented Child

3 credits

Introduces the basics of assessment techniques for identifying traits of giftedness and types of talent. Considers standardized and informal testing procedures, types of instruments used, and Oregon statutory requirements.

#### SpEd 517 Curriculum for the Talented and Gifted

3 credits

Emphasizes methods of adapting the regular classroom curriculum to mainstreamed gifted or talented students. Includes techniques for in-

dividualizing instruction, using resources, and educating parents. For regular or special classroom teachers.

#### SpEd 518 Models for Developing Programs for the Talented and Gifted

3 credits

Presents current K–12 models and systems for teaching talented and gifted students. Examines possible implementations of these approaches. Investigates research behind the models and explores techniques used for recognizing and developing the full potential of talented and gifted individuals in public schools.

#### SpEd 520 Law and Policy

4 credits

Provides an overview of laws and litigation affecting special education. Includes the development of laws that govern special education beginning with P.L. 94–142, through the current re-authorization of IDEA. Reviews section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Includes a review of major litigation since 1954 that has shaped and continues to influence special education practices.

#### SpEd 521 Family and Community Services

3 credits

Discusses collaboration with parents, school personnel, and community agencies. Addresses multicultural issues. Candidates are expected to have the knowledge and ability to communicate with agencies outside the school that impact individuals with disabilities. Enables teachers to prepare developmentally disabled students for independent living and covers functional skills, transition plans, and recreational activities. Includes techniques and procedures for consultation and collaboration with general educators in inclusive educational settings and for supervision and training of teaching assistants.

#### SpEd 521L Family and Community Services Lab

1 credit

Part of September Experience. Candidates utilize information from Family and Community Services (SpEd 521) to detail the roles and responsibilities of the special educator and support staff within the special education setting, begin working with either a MAT preservice teacher or a general educator in the general education setting, and describe the learning environment within the special education and general education settings.

#### SpEd 522 Administration and Interpretation of Assessment Instruments

3 credits

A sequence to SpEd 527. Prepares teachers to interpret results from standardized norm reference assessments, as well as teacher-made, curriculum-based assessment instruments commonly used in public schools. Covers writing assessment reports, interpreting the reports of others, and explaining the results to parents and teachers.

#### SpEd 522L Administration and Interpretation of Assessment Lab

1 credit

A major component of the winter term work sample provides candidates with an opportunity to extend their skills in conducting and administering formal and informal assessments, as well as interpreting the results to targeted students in the field setting.

#### SpEd 523 Behavior Management

3 credits

Introduces the theory, vocabulary, principles, and techniques of fostering a learning environment with a positive behavioral atmosphere. Includes a variety of management models, ways to preserve the dignity and human rights of disabled students, and legal and district policy responsibilities regarding behavior and behavior management. Teaches strategies for assessing individual and group behavior. Candidates apply theories to develop behavior management plans for both group and individual students.

#### SpEd 523L Behavior Management Lab

1 credit

Provides candidates with an opportunity to gain practical experience in conducting functional behavioral analyses, developing behavioral intervention plans, and implementing the plans in the field setting. Offers insights into how classroom and behavior management strategies and techniques apply in the field.

#### SpEd 524 Interventions in Academic Skills

3 credits

Provides instruction in planning, developing, and implementing academic curricula and lessons for the student with special needs, with emphasis on mathematics. Covers modifying the general education curricula, developing parallel curricula, and providing supplemental curricula. Emphasizes creating opportunities for students with special needs to succeed in a general education setting by utilizing appropriate modifications whenever possible.

#### SpEd 524L Interventions in Academic Skills Lab

1 credit

A major component of the winter term work sample provides the candidates with an opportunity to use their skills in designing and implementing effective instruction to targeted students in the field setting.

#### SpEd 525 Interventions in Functional Skills

4 credits

Features interventions for students with severe disabilities. Includes instruction in self-help skill development, social skills, home-living management, recreational activities, dietary instruction, and a variety of living and family-life skills. Discusses transitions from early educational settings to those provided for the older student, with emphasis on the transition from school to community life.



**SpEd 525L Interventions in Functional Skills Lab**

1 credit

Allows candidates to spend extended time in a variety of special education settings. Candidates will spend a minimum of two weeks in a severe needs setting (e.g., STEPS) and at least three weeks in other settings (e.g., oppose authorization settings, site-based classrooms).

**SpEd 526 IEP Development**

3 credits

Covers the preparation, development, implementation, and evaluation of the IEP and all of the review procedures relating to individualized programming. Prepares special education teachers to plan and conduct meetings in accordance with federal, state, and district regulations. Bridges information gained in assessment and interventions classes and provides practical experience with developing programs based on that information. Introduces technology appropriate to the development and maintenance of records.

**SpEd 526L IEP Development Lab**

1 credit

Allows candidates to develop IEPs for a variety of students in the field setting. Familiarizes candidates with the development and implementation of the IEP. Prepares candidates to lead IEP meetings during spring term. In addition, the IEP will be the framework for the winter term work sample.

**SpEd 527 Theory and Tools of Assessment**

2 credits

Prepares special education teachers to administer assessments and to understand and interpret assessment and statistical data. Develops an awareness of cultural influences on assessment results. Emphasizes identifying sources of diagnostic instruments and their evaluation and prepares teachers to administer assessment instruments commonly used in public schools. Assessment instruments may vary. Features such comprehensive assessments as Woodcock-Johnson Psycho-Educational Battery and the Wechsler Individual Achievement Test, as well as such subject-specific instruments as the Key Math and the Woodcock Reading Mastery.

**SpEd 527L Theory and Tools of Assessment Lab**

1 credit

Provides candidates the opportunity to gain practical experience administering formal and informal assessments to targeted students in the field setting. Lab projects set the foundation for the winter term work sample.

**SpEd 528 Medical Aspects of Disability**

3 credits

Focuses on the categories of disability included in the Individuals with Disabilities Education Act. Includes information about organic and environmental causes of disabilities, definitions for each category of eligibility, and criteria for identifying students under each category.

**SpEd 528L Medical Aspects of Disability Lab**

1 credit

Part of September Experience. Candidates utilize the information from Medical Aspects (SpEd 528) to detail the caseload of their mentor teacher or current special education placement, describe characteristics of students within the caseload, and begin to document strategies and techniques of engaging learners in a variety of settings.

**SpEd 550 Student Teaching**

12 credits

Provides a full-day experience that includes the preparation of a work sample and participation in the activities of a functioning special education setting. Requires students to demonstrate competency in all areas of special education, including assessment, instruction, planning, and evaluation. Prerequisite: Completion of the Stand-Alone Special Education Program coursework.

**SpEd 551 Multiple Disabilities**

3 credits

Intended for instructors dealing with students who have severe or multiple disabilities. Includes the latest information on medical and related services, such as speech and physical therapy techniques and assistive devices. Explores techniques for serving students with low-incidence disabilities (including complex syndromes); deaf, blind, and deaf-blind students; and others who need specialized interventions.

**SpEd 552 Advanced Interventions in Academic Skills**

3 credits

Features interventions for students with mild or moderate disabilities who function well in academic areas. Includes practical, contemporary techniques for achieving academic goals and objectives in reading, language, math, and other basic skill areas. Broadens and supplements the skills and knowledge of a licensed special educator.

**SpEd 553 Advanced Interventions in Functional Skills**

3 credits

Offers licensed special education teachers advanced information on instruction in functional skill areas such as independent living, vocational opportunities, family life, recreation, home economics, nutrition, self-help skills, and community agency assistance programs.

**SpEd 554 Advanced Assessment and Diagnosis**

3 credits

Focuses on the application of commonly used formal and informal diagnostic instruments. Details the administration of several types of instruments. Includes an examination of alternative assessment procedures using techniques such as informal or qualitative observation techniques, portfolio preparation and analysis, authentic assessment, and curriculum-based assessment.

**SpEd 555 Advanced Legal Issues**

3 credits

Expands a good basic understanding of special education law through investigating case law and current controversial issues in legal matters. Includes case analysis, reading of legal briefs, application of state and federal law to district practice, and preparation techniques for due process hearings.

**SpEd 556 Advanced Techniques in Behavior Management**

3 credits

Provides an in-depth examination of curriculum and program development, special methods, techniques of management, and procedures in public school settings for students with difficult behavior challenges. Includes the application of IDEA 1997 guidelines to drug and weapons violations and FAPE in alternative settings. Examines the conflict between the least-restrictive-setting principle and the constraints of unusual behavioral interventions.

**SpEd 557 Current Issues in Special Education**

3 credits

Offers an in-depth study of controversial issues in special education for the practicing special education teacher. Examines current thought, curriculum, and practice from differing points of view through participation in seminar discussions, debates, and research. Requires students to defend several sides of controversial issues and to articulate the rationale for practices that may be misunderstood or contested by others.

**SpEd 558 Theory, Assessment, and Diagnosis of Autism**

3 credits

Emphasizes the etiology, history, definition, and assessment of the many manifestations and symptoms of this pervasive disability. Includes visits to field-based settings and discussions with experts.

**SpEd 559 Direct Intervention Strategies for Autism**

3 credits

Introduces a variety of curriculum methods, intervention techniques, and practical strategies for dealing with autistic students of all ages. Includes hands-on instruction opportunities, as well as lesson planning and goal-determination experience.

**SpEd 560 Practicum in Autism**

3 credits

Students gain substantial experience working with autistic children. Includes completion of a work sample.

**Collaborative Reading Courses****GRADUATE COURSES****READ 515 ECE Foundations of Literacy Development**

3 credits

Examines the process of early language development and the emergence of literacy, focusing on the first eight years of life. Studies literacy

development in diverse contexts and examines the influence of individual, cultural, linguistic, ethnic, and racial differences, as well as ability levels. Considers ways of promoting language and literacy development, including the selection and use of activities and materials suitable for the facilitation of early literacy. Access to early childhood students is required.

**READ 532 Writing Across the Curriculum**  
3 credits

Learners will explore instructional strategies in order to guide their students in acquiring writing skills in content areas. Emphasis is on the functional teaching of writing, including designing and preparing materials to use with curriculum materials in all school subjects.

**READ 537 Reading Across the Curriculum**  
3 credits

Learners will explore and experience instructional strategies designed to guide students toward student-owned, reading-to-learn strategies in all curriculum and content areas. Emphasis is on active reading strategies focused on pre-, during-, and after-reading.

**READ 572 ECE Reading Assessment**  
3 credits

Examines varieties of assessment for early reading and literacy, focusing on the first eight years of life. Studies current reading assessment approaches within diverse contexts and examines the influence of individual, cultural, linguistic, ethnic, and racial differences, as well as abilities and disabilities. Considers ways of sharing reading assessment information that identifies children in need of prevention. Covers early intervention planning with early childhood educators and family members. Access to early childhood students is required.

**READ 590 Children's Literature: PK-5**  
3 credits

Explores children's literature that includes ethnic and cultural diversity. Focuses on current and traditional works, as well as authors and illustrators of children's books at the early childhood and elementary levels. Students share books and book-related experiences with children. Explores instructional strategies for using literature to teach reading and content subjects in the classroom. Access to early childhood or elementary-level students is required.

**READ 593 Children's Lit Module: PK-5**  
3 credits

Surveys literary selections in a variety of genres for early childhood and elementary children. Applies the varied use of literature to teaching reading and content subjects in classroom situations. Explores creativity for students and teachers as inspired by children's literature. Access to early childhood or elementary-level students is required.

## Engineering

Science 166  
541-552-6475  
Panos Photinos, Chair

Engineering graduates enter such fields as aeronautical, chemical, computer, electrical, electronic, environmental, mechanical, and civil engineering. Southern Oregon University offers a preprofessional program in engineering and wood science and technology designed in cooperation with Oregon State University (OSU). The program provides the necessary coursework for admission as a junior into OSU's professional program. Engineering is generally a five-year program. A student typically spends three years at SOU before transferring to OSU for the final two years of the BS program in engineering. Students may also be interested in exploring the applied physics or the physics-engineering dual degree options (see page 116). Advising for all of these programs is handled by the Physics Department, which also offers an engineering-physics option (see page 116).

### Requirements for Engineering

Each of the ten engineering degree programs and the wood science and technology program at Oregon State University has specific course requirements a student must meet before being admitted to the professional program as a junior. Since these requirements are different from degree programs at SOU, students should immediately contact the engineering chair for details about the required curriculum.

### Engineering Courses

#### LOWER DIVISION COURSES

**Engr 101 Engineering Orientation I: Careers, Skills, and Computer Tools**  
2 credits

Introduces engineering curricula, career paths, ethics, problem solving, communication, and computer programming. This series is required for all areas of engineering.

**Engr 102 Engineering Orientation II: Careers, Skills, and Computer Tools**  
2 credits

Examines communication and problem-solving skills in engineering. Prerequisite: Engr 101.

**Engr 103 Engineering Orientation III: Careers, Skills, and Computer Tools**  
2 credits

Focuses on problem solving and computer programming skills in engineering. Prerequisite: Engr 102.

**Engr 201 Electrical Fundamentals**  
3 credits

Examines electrical-theory laws. Includes circuit analysis of DC circuits; natural, step, and sinusoidal responses of circuits; and operational amplifier characteristics and applications. Two lectures and one 3-hour laboratory. Prerequisite: Mth 252. Corequisite: Engr 201L.

**Engr 202 Electrical Fundamentals**  
3 credits

Covers steady-state AC circuits, both single and three-phase. Includes resonance, mutual inductance, and operational amplifier applications. Two lectures and one 3-hour laboratory. Prerequisites: Engr 201 and Mth 321. Corequisite: Engr 202L.

**Engr 203 Electrical Fundamentals**  
3 credits

Addresses two-port networks, transfer functions, and transient analysis. Includes an introduction to digital systems. Two lectures and one 3-hour laboratory. Prerequisite: Engr 202.

**Engr 211 Statics**  
3 credits

Analyzes forces induced in structures and machines by various types of loading. Prerequisite: Engr 221 or Ph 221.

**Engr 212 Dynamics**  
3 credits

Explores kinematics, Newton's laws of motion, work-energy theorem, and impulse-momentum relationships as applied to engineering systems. Prerequisite: Engr 211.

**Engr 213 Strength of Materials**  
3 credits

Examines the properties of structural materials. Analyzes stress and deformation in axially loaded members, circular shafts and beams, and statically indeterminate systems containing these components. Prerequisites: Engr 211 and Mth 252.

**Engr 221 Calculus-Based Physics for Engineers I**  
4 credits

First part of the general physics series. Entire series required of all pre-engineering students. Introduces statics, equations of linear and rotational motion, and Newton's laws. Examines work and energy for linear and rotational motion and the law of universal gravitation. Three lectures and one recitation. Prerequisites: Mth 252 or Mth 251 with Ph 190. Corequisite: Engr 224. Approved for General Education (Explorations).

**Engr 222 Calculus-Based Physics for Engineers II**  
4 credits

Examines simple harmonic motion, fluids, heat, ideal gas law, kinetic theory of gases, thermodynamics, sound, waves, and electric force and potential. Three lectures and one recitation. Prerequisite: Engr 221. Corequisite: Engr 225. Approved for General Education (Explorations).

**Engr 223 Calculus-Based Physics for Engineers III**  
4 credits

Covers electrical energy and field, circuits, magnetic force and field, electromagnetic induction and waves, light, optics, and interference. Three lectures and one recitation. Prerequisite: Engr 222. Corequisite: Engr 226. Approved for General Education (Explorations).

**Engr 224 General Engineering Laboratory I**

2 credits

Laboratory activities designed to complement Engr 221. One 3-hour laboratory. Corequisite: Engr 221. Approved for General Education (Explorations).

**Engr 225 General Engineering Laboratory II**

2 credits

Laboratory activities designed to complement Engr 222. One 3-hour laboratory. Corequisite: Engr 222. Approved for General Education (Explorations).

**Engr 226 General Engineering Laboratory III**

2 credits

Laboratory activities designed to complement Engr 223. One 3-hour laboratory. Corequisite: Engr 223. Approved for General Education (Explorations).

**UPPER DIVISION COURSES****Engr 311 Thermodynamics**

4 credits

Covers the laws of thermodynamics and the fundamental thermodynamics concepts of entropy, internal energy, and chemical potential. Includes applications to ideal and real gases and statistical interpretation of material properties. Prerequisite: Engr 223 or Ph 203.

**Engr 322 Analog Electronics**

4 credits

Understand, design, and troubleshoot analog circuits. Topics such as filters, rectifiers, power supplies and amplifiers will be discussed. Both DC and AC circuits will be covered. Three lectures and one 3-hour laboratory. Prerequisite: Mth 252.

**Engr 323 Digital Electronics**

4 credits

Understand, design, and troubleshoot digital circuits. Topics such as logic functions, gates, latches, flip-flops, combinational and sequential logic, and interfacing analog and digital circuits

will be covered. Three lectures and one 3-hour laboratory. Prerequisite: Mth 111.

**Engr 333 Optics and Waves**

3 credits

Offers an introduction of optics for science majors. Topics include imaging systems, wave theory, aberrations, diffraction, and interference. Prerequisite: Engr 223. Corequisite: Engr 336. (Cross-listed with Ph 333.)

**Engr 336 Optics Laboratory**

1 credit

Laboratory course in optics designed to complement Engr 333. Provides practical experience with lasers, optical devices, imaging systems, and fiber optics. One 3-hour laboratory. Corequisite: Engr 333. (Cross-listed with Ph 336.)

**Engr 339 Lasers**

3 credits

Designed for physics, chemistry, biology, and engineering majors. Covers the fundamental types of lasers, as well as operational characteristics and applications of lasers in physics, chemistry, communication, engineering, industry, and medicine. Two lectures and one 3-hour laboratory. Prerequisite: Engr 223.

**Engr 371 Mathematical Methods for Engineering**

4 credits

Previews basic, applied mathematical methods for intermediate students in the physical sciences. Covers infinite series, complex functions, partial differentiation, multiple integration, and vector analysis. Prerequisite: Mth 252.

**Engr 373 Computational Methods in Engineering**

3 credits

Introduces the use of computers in solving science and engineering problems. Applies programming techniques to integration, differentiation, and modeling. Prerequisite: Ph 201 or 221.

**Engr 374 Introduction to Materials Science**

4 credits

Introduces the science and engineering of materials. Covers metals, ceramics and glasses, polymers, and composites. Topics include crystals, defects, non-crystalline structures, phase diagrams, kinetics, processing degradation, and failure of materials. Prerequisite: Engr 223.

**Engr 375 Thermodynamics of Materials**

4 credits

Examines the thermodynamic description and prediction of materials properties. Topics include nonideal gases, solutions, phase equilibria, phase transitions, nucleation, and crystallization. Prerequisite: Engr 223.

**Engr 401/501 Research**

Credits to be arranged

**Engr 405 Reading and Conference**

Credits to be arranged

**Engr 407/507 Seminar**

Credits to be arranged

**Engr 408/508 Workshop**

Credits to be arranged

**Engr 409 Practicum**

Credits to be arranged

**Engr 461 Properties of Solid Materials**

4 credits

Explores crystal structure and binding; reciprocal lattice; and mechanical, thermal, electrical, optical, magnetic, and transport properties of solids. Prerequisite: Ph 371.

**Engr 474 Semiconductor Materials**

4 credits

Explores the electronic properties of materials, growth and structure of semiconductors, thin film deposition, and metallization, with emphasis on silicon technology. Prerequisite: Ph 341 or Ch 441.



## English and Writing

Central 261  
541-552-6181

Bill Gholson, Chair

Professors: Edwin L. Battistella, Peggy Cheng,  
Terry L. DeHay, Charlotte Hadella, Sandra J.  
Holstein, Lawson F. Inada, Tom Nash

Associate Professors: Alma Rosa Alvarez,  
Bill Gholson, Diana F. Maltz, Craig Wright

Assistant Professors: K. Silem Mohammad,  
Mada Petranovich Morgan

Instructor: Cynthia Wallace

The English and writing curricula are designed to give students maximum flexibility, while still providing a balanced education.

The BA or BS in English and writing helps improve students' abilities to think, analyze, and communicate—assets valued by both graduate schools and employers. The BA or BS in arts and letters or interdisciplinary studies is for students who desire a liberal arts education with an emphasis in English and writing.

Students interested in any of these degrees should go to the department office in Central 261 as early as possible to be assigned an advisor and to formulate study plans.

### Degrees

BA in English and Writing with an option in Literature or Writing

BS in English and Writing with an option in Writing

BA or BS in Arts and Letters or Interdisciplinary Studies with an emphasis in English and Writing

### Minors

U.S. Literature

British Literature

Creative Writing

English Education

Writing with Professional Applications

### Declaring a Major in English and Writing

Potential majors must complete a formal application and obtain the approval and signature of a departmental advisor. Students may apply for admission when they have acquired at least 75 quarter credits. Applications are available in the department office.

Before requesting admission to the English and writing major, students must complete the University Colloquium (or demonstrate equivalent competency), a total of 8 credits of lower division literature and/or lower division creative writing, and Eng 298. Students must also have at least a 2.5 cumulative GPA and at least a 3.0 GPA in English and writing courses.

Exceptions to the above requirements may be presented to the department chair for consideration.

### Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete the core courses, as well as the requirements for either the literature option or the writing option.
3. Maintain a 2.5 cumulative GPA and a 3.0 GPA in English and writing courses.

#### CORE COURSES

(26 credits)

Introduction to Literary Study and the Major (Eng 298).....	4
Introduction to Literary Theory and Critical Writing (Eng 300).....	4
8 credits of either: Topics in British Literature before 1800 (Eng 371) and Topics in British Literature after 1800 (Eng 372) or Topics in U.S. Literature before 1865 (Eng 381) and Topics in U.S. Literature after 1865 (Eng 382).....	8
Linguistics (Eng 490, 491, 492, or 494).....	4
Advanced Composition (Wr 414).....	4
Capstone (Eng 400 or Wr 400).....	2

#### LITERATURE OPTION

A total of 58 credits is required. Two years of a college-level foreign language or the equivalent is required for the literature option.

Core courses.....	26
Studies in Shakespeare (Eng 436) (Another major figure should be substituted if the student has taken the lower division Shakespeare sequence.) ..	4
Multicultural/Diversity (upper division) (See department for specific courses.) ..	4
Upper division electives (12 credits must be 400 level; 8 credits may be in writing courses.) ..	24

#### WRITING OPTION

A total of 58 credits is required.

Core courses.....	26
Creative Writing (upper division) ..	4
Technical Writing (upper division) (Wr 327 or 329) ..	4
Topics in Rhetoric (Wr 493).....	4
Upper division electives (8 credits may be in English courses) ..	20

### Minors

Students interested in pursuing a minor in English and writing should consult an advisor in the department and be aware of any course prerequisites.

#### U.S. Literature

(28 credits)

Prerequisites: Core 101, 102, 103 or Wr 121, 122; Eng 298.

Introduction to Literary Theory and Critical Writing (Eng 300).....	4
Junior Core U.S. Literature (Eng 381 and 382) (Repeat credit is allowed below for different topics.) ..	8

Select 16 credits from the following:

Native American Myth and Culture (Eng 239).....	4
Native American Narratives, Fiction, and Poetry (Eng 240) ..	4
Women Writers in the U.S. (Eng 368) ..	4
Topics in U.S. Literature before 1865 (Eng 381) ..	4
Topics in U.S. Literature after 1865 (Eng 382) ..	4
The Novel in the U.S. to 1900 (Eng 481).....	4
The Novel in the U.S.: 1900 and Beyond (Eng 482) ..	4

American Multicultural Literature (Eng 454) ..	4
Special Studies and open-numbered courses such as Eng 399, 407, 447, or 498 with U.S. literature focus.....	4 each

#### British Literature

(28 credits)

Prerequisites: Core 101, 102, 103 or Wr 121, 122; Eng 298.

Introduction to Literary Theory and Critical Writing (Eng 300) ..	4
Junior Core British Literature (Eng 371 and 372) (Repeat credit is allowed below for different topics.) ..	8

Select 16 credits from the following:

Shakespeare (Eng 201, 202).....	8
Class, Culture, and Feminism in Victorian and Edwardian England (Eng 341) ..	4
British Women Writers (Eng 367).....	4
Topics in British Literature Before 1800 (Eng 371) ..	4
Topics in British Literature After 1800 (Eng 372) ..	4
Birth of the British Novel to 1850 (Eng 417) ..	4
The British Novel After 1850 (Eng 418).....	4
Studies in Shakespeare (Eng 436) (Repeat credit is allowed for different topics.) ..	4
Special Studies and open-numbered courses such as Eng 399, 407, 447, or 498 with British literature focus.....	4 each

#### Creative Writing

(24 credits)

Prerequisites: Core 101, 102, 103 or Wr 121, 122; Eng 298.

Select a minimum of 24 credits (at least 16 must be upper division):

Creative Writing I (Wr 241).....	4
Creative Writing II (Wr 242) ..	4
Technical Writing (Wr 327).....	4
Fiction Writing (Wr 330) ..	4
Poetry Writing (Wr 341) ..	4
Writing and Conference (Wr 405) ..	TBD
Writing Seminar (Wr 407) ..	TBD
West Wind Review (Wr 420).....	2
Advanced Fiction Writing: Short Story (Wr 430) ..	4
Advanced Poetry Writing (Wr 441) ..	4
The Business of Writing (Wr 450).....	4
The English Language: An Introduction (Eng 490) ..	4

#### Writing with Professional Applications

(24 credits)

Prerequisites: Core 101, 102, 103 or Wr 121 and 122; the Explorations sequences from all three of the learning areas or the equivalent; and the writing intensive course for the major. Select at least 24 credits from the following (4 credits must be Wr 327):

Technical Writing (Wr 327).....	4
Grantwriting and Workplace Literacy (Wr 329) ..	4
Topics in Nonfiction Essay (Wr 350).....	4
Community Engagement Writing: Internships and Practica (Wr 410) ..	4
Advanced Composition (Wr 414) ..	4
The Business of Writing (Wr 450).....	4
Structure of the English Language (Eng 492).....	4
Topics in Rhetoric (Wr 493) ..	4
Writing Workshop for Teachers (Wr 312) ..	4
Teaching Composition (Wr 472).....	4

**English Education**

(24 credits)

Prerequisites: Core 101, 102, 103 or the equivalent; the writing intensive course for the respective major; and Eng 298. Select 4 credits from the following:

Writing Workshop for Teachers (Wr 312) ..... 4  
or Teaching Written Composition (Wr 472)..... 4

Select 8 credits from the following:

200- or 300-level literature classes ..... 8

For the remaining 12 credits, choose from the following:

TESL (Teaching of English as a Second Language) (Eng 487)..... 4

Teaching Literature (Eng 488)  
or Young Adult Novel (Eng 489) ..... 4

Special Studies: Oregon Literature for Teachers (Eng 399) ..... 4

The English Language: An Introduction (Eng 490) ..4  
Creative Writing I (Wr 241)..... 4

Teaching Global Perspectives Through Children's Literature (Eng 398) (Cross-listed with Ed 398)... 4

**Teacher Licensing**

Students who would like to teach English at the middle school or high school level in Oregon public schools must complete a bachelor's degree in English and writing before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

**English Courses****LOWER DIVISION COURSES****Eng 101, 102 Academic English for ESOL Students**

4 credits

Designed for students whose first language is not English; required of students whose TOEFL score is below 580. Introduces students to U.S. culture and campus life while focusing on academic English skills needed to succeed at a U.S. university. Covers such skills as critical thinking, reading, writing, grammar, vocabulary building, oral communication, and library research. Approved for General Education (Explorations).

**Eng 104, 105 Introduction to Literature**

4 credits

Involves critical reading, discussion, and written analysis of literary texts. Eng 104 focuses on novels and poetry. Students see and review a film when appropriate. Eng 105 explores short fiction and drama. Students attend and review a play. Approved for General Education (Explorations).

**Eng 107, 108 World Literature**

4 credits

Cross-cultural exploration of selected works of literature, organized thematically. Eng 107 focuses on literature before 1800; Eng 108 focuses on modern literature. Provides insight into world cultures and encourages students to examine their own cultural assumptions. Recommended for students intending to become English and writing majors. Approved for General Education (Explorations).

**Eng 199 Special Studies**

Credits to be arranged

**Eng 201, 202 Shakespeare**

4 credits

Offers a chronological study of a representative selection of comedies, histories, and tragedies. Involves a critical oral and written examination of the plays from the text and productions.

**Eng 239 Native American Myth and Culture**

4 credits

After an introduction to mythical constructs, students participate in critical reading, discussions, written analysis, and performance of traditional myths and legends from a variety of Native American cultures. Texts include myths, legends, and tales in translation. Films, art slides, guest speakers, and performers supplement the readings to provide oral and visual examples of American Indian art and culture. Approved for General Education (Explorations).

**Eng 240 Native American Narratives, Fiction, and Poetry**

4 credits

Building on their knowledge of traditional oral literatures, students continue with critical reading, discussion, written analysis, and performance of texts. Texts include novels, essays, stories, and poems by contemporary Native American writers. Films, art slides, guest speakers, and performers supplement the readings to enrich student understanding of the cultures that produced the literature. Prerequisite: Eng 239. Approved for General Education (Explorations).

**Eng 298 Introduction to Literary Study and the Major**

4 credits

Involves intensive academic writing and analysis of the main genres of literature: poetry, drama, fiction, essay, and film. English and writing premajors and minors only. Prerequisites: Successful completion of the General Education writing requirement and 8 credits of lower division literature or lower division creative writing.

**UPPER DIVISION COURSES**

Before enrolling in upper division literature courses, English and writing majors must complete Eng 298, and nonmajors must complete the research component of the writing sequence as required by their major department. English 300 is a prerequisite for all 400-level courses. Any exceptions require instructor consent.

**Eng 300 Introduction to Literary Theory and Critical Writing**

4 credits

Intensive writing course for English and writing majors emphasizing principles of analysis of literary texts. Surveys twentieth-century critical theory and practice. English and writing majors, premajors, and minors only. Prerequisite: Eng 298.

**Eng 341 Class, Culture, and Feminism in Victorian and Edwardian England**

4 credits

Examines novels, poems, autobiographies, and corresponding historical and visual texts to gain insight into the lives of British women between 1832 and 1914. Using a feminist lens, the course surveys Victorian women's writing and creativity in the context of various movements for political, artistic, and social reform. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Eng 367 British Women Writers**

4 credits

Surveys British women writers with a focus on common issues and the development of a tradition. Prerequisites: Completion of all lower division General Education requirements and Eng 298. Approved for General Education (Synthesis).

**Eng 368 Women Writers in the U.S.**

4 credits

Surveys women writers in the United States, with a focus on common issues and the development of a tradition. Prerequisites: Completion of all lower division General Education requirements and Eng 298. Approved for General Education (Synthesis).

**Eng 371 Topics in British Literature Before 1800**

4 credits

Exposes students to a community of writers and their positions as expressed through a variety of genres relative to a particular theme, with emphases on eras, schools, and/or movements. Examines the historical underpinnings of the chosen theme(s). English and writing majors must complete either U.S. or British sequence. Repeat credit is allowed for different topics.

**Eng 372 Topics in British Literature After 1800**

4 credits

Exposes students to a community of writers and their positions as expressed through a variety of genres relative to a particular theme, with emphases on eras, schools, and/or movements. Examines the historical underpinnings of the chosen theme(s). English and writing majors must complete either U.S. or British sequence. Repeat credit is allowed for different topics.

**Eng 381 Topics in U.S. Literature Before 1865**

4 credits

Exposes students to a community of writers and their positions as expressed through a variety of genres relative to a particular theme, with emphases on eras, schools, and/or movements. Examines the historical underpinnings of the chosen theme(s). English and writing majors must complete either U.S. or British sequence. Repeat credit is allowed for different topics.

**Eng 382 Topics in U.S. Literature After 1865**

4 credits

Eng 371, 372, 381, and 382 are designed to expose students to a community of writers and their positions as expressed through various genres with a focus on eras, schools, and/or movements. Examines the historical underpinnings of the chosen theme(s). English and writing majors must complete either the U.S. or British sequence. Repeat credit is allowed for different topics.

**Eng 398 Teaching Global Perspectives Through Children's Literature**

4 credits

Immerses prospective elementary and middle school teachers in integrated content and instruction. Students examine both the literary elements and the social science information in international children's literature. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Ed 398.)

**Eng 399 Special Studies**

Credits to be arranged

**Eng 400 Capstone**

2 credits

Senior project for English and writing majors with a literature option. Project integrates their knowledge and skills in the discipline. Prerequisite: Eng 300.

**Eng 401/501 Research\***

Credits to be arranged

**Eng 403/503 Thesis**

Credits to be arranged

**Eng 405/505 Reading and Conference\***

Credits to be arranged

**Eng 407/507 Seminar\***

Credits to be arranged

Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 409/509 Practicum**

Credits to be arranged

**Eng 410 Community Engagement Writing: Internships and Practica**

4 credits

A writing and internship course that exposes students to professional applications of rhetoric and writing through fieldwork with people and organizations outside the classroom. English and writing majors and minors only. Prerequisite: Eng 300. (Cross-listed with Wr 410.)

**Eng 417/517 Birth of the British Novel to 1850**

4 credits

Studies the birth and early development of the English novel, with attention to the early masterpieces of Defoe, Swift, Fielding, and Austen. Occasional emphasis is on fictional precursors or special issues in prose fiction. Prerequisite: Eng 300.

\*Eng 501, 505, and 507 are limited to 9 credits singly or in combination.

**Eng 418/518 The British Novel after 1850**

4 credits

Explores the English novel from the Brontës, Dickens, and Eliot to modernism and other twentieth-century movements. Prerequisite: Eng 300.

**Eng 436/536 Studies in Shakespeare**

4 credits

Offers an intensive study of a limited number of Shakespearean plays within their social, political, and intellectual contexts. Plays chosen to correlate with Oregon Shakespeare Festival offerings. Repeat credit is allowed for different topics. For English and writing majors and minors, theatre majors, and Shakespeare studies minors only. Prerequisite: Eng 300. (Cross-listed with TA 436/536.)

**Eng 447/547 Major Forces in Literature**

4 credits

Explores the underlying social, economic, and political philosophies of an age as they find expression in the dominant literary forms and theories that characterize it. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 448/548 Major Figures in Literature**

4 credits

Provides a concentrated study of the canon of one or two major writers, including detailed analysis of at least one of the author's major works. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 454/554 American Multicultural Literature**

4 credits

Includes readings from African American, Asian American, Hispanic, and Native American literature. Prerequisite: Eng 300.

**Eng 455/555 Topics in World Literature**

4 credits

Examines selected literary works in English translation from Asian and African countries studied in relation to cultural upheavals of the twentieth century. The region to be studied is announced in the class schedule. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 457/557 Postcolonial Literature and Theory**

4 credits

Focuses on the works of authors from colonized countries, both during the colonial period and after independence. Includes an examination of postcolonial literary and cultural theories and explores the impact of colonization on the production of literature and the importance of literature in the redefinition of the postcolonial nation. Topics may include the politics of exile; the relationship between narration and nationhood; women and postcolonialism; and postcolonial historiographic fiction. Prerequisite: Eng 300.

**Eng 470/570 Topics in Poetry**

4 credits

Examines works by various poets. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 481/581 The Novel in the U.S. to 1900**

4 credits

Addresses significant aesthetic, philosophical, and cultural ideas affecting the development of the novel in the United States. Prerequisite: Eng 300.

**Eng 482/582 The Novel in the U.S.: 1900 and Beyond**

4 credits

Explores the directions of the naturalistic and modern novel in the United States. Prerequisite: Eng 300.



**Eng 487/587 TESL (Teaching of English as a Second Language)**

4 credits

Examines approaches to and methods of teaching English as a second language. Includes an overview of first- and second-language acquisition and processes, styles, and strategies in learning. Prerequisites: Core 103.

**Eng 488/588 Teaching Literature**

4 credits

Utilizes current theories and applications to present methods of teaching literature in elementary and secondary language arts classes. Emphasizes rationales, strategies, and projects for literature curriculum development and enrichment. Prerequisite: Eng 300.

**Eng 489/589 Young Adult Novel**

4 credits

Surveys young adult novels. Emphasizes the selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs. Prerequisite: Eng 300.

**Eng 490/590 The English Language: An Introduction**

4 credits

Beginning course in linguistics. Introduces the basic principles of oral and written communication, the sound system of English, dialects, usage problems, competing grammars, development and change in language, problems in semantics, and the acquisition of language and reading skills by young children. Prerequisite: Eng 300.

**Eng 491/591 History of the English Language**

4 credits

Provides a historical view of the growth of the English language, from its beginnings to the present. Prerequisite: Eng 300.

**Eng 492/592 Structure of the English Language**

4 credits

Compares traditional, structural, and transformational models of English grammar, with emphasis on the transformational. Explores grammatical differences in various dialects of American English. Prerequisite: Eng 300.

**Eng 494/594 Recent Developments in Language Study**

4 credits

Examines the theories of structure and meaning in language, with emphasis on the English language. Studies of recent developments may include the acquisition of language in early childhood with implications for preschool and school curricula, sexist and racist language, and contemporary grammatical theory and research. Prerequisite: Eng 300.

**Eng 495/595 Topics in Film**

4 credits

Interprets films using the techniques of modern literary criticism. Typical offerings include surveys of film history, studies of particular types, and close analysis of selected directors. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Eng 498/598 Topics in Women's Writing**

4 credits

Selected topics from women's writing are announced in the class schedule. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Writing Courses****LOWER DIVISION COURSES**

University Colloquium now teaches introductory composition courses and offers a writing waiver exam. For questions and registration for lower division composition classes (Wr 121, 122, or 227), please visit the University Colloquium office in the basement of Central Hall.

**Wr 199 Special Studies**

Credits to be arranged

**Wr 241 Creative Writing I**

4 credits

Introduces students to the elements and traditions of creative writing through various readings. Students respond to these readings using a variety of exercises. Prerequisite: Successful completion of the General Education writing requirement.

**Wr 242 Creative Writing II**

4 credits

Further examines the elements and traditions of creative writing through readings and exercises. Prerequisites: Successful completion of the General Education writing requirement and Wr 241.

**Wr 295 Grammar and Style in Writing**

4 credits

Covers some fundamentals of grammar, with emphasis on usage and style in writing. Prerequisite: Successful completion of the General Education writing requirement.

**Wr 299 Special Studies**

Credits to be arranged

**UPPER DIVISION COURSES**

Note: Eng 298 is a prerequisite to all upper division writing classes. Wr 241 and Wr 242 are additional prerequisites for upper division fiction and poetry courses.

**Wr 312 Writing Workshop for Teachers**

4 credits

Emphasizes writing across the curriculum and writing to learn strategies for K-12 classrooms in any subject area. Completion of the Colloquium and Explorations sequences from all three of the learning areas, in addition to the writing-intensive course for the respective major required. Prerequisite: Successful completion of the General Education writing requirement.

**Wr 327 Technical Writing**

4 credits

Prepares students for a variety of problem-solving situations faced by professionals and professional writers. Covers strategies for in-house and career communications (memos, progress reports, resumés, professional correspondence). Introduces techniques for professional/technical writing and editing (drafting, copyediting, proofreading). Focuses on audience analysis

and rhetorical awareness for both texts and visuals. Involves a term project designed to meet the needs of the individual student. Prerequisite: Eng 298.

**Wr 329 Grantwriting and Workplace Literacy**

4 credits

A writing course directed toward building rhetorical and technical skills in the world of community action and service. The primary focus is a hands-on, collaborative project of writing a grant for a local nonprofit or public agency. Prerequisite: Eng 298.

**Wr 330 Fiction Writing**

4 credits

For students interested in writing the short story, novella, or novel. Includes analysis and discussion of student work. Prerequisites: Eng 298 and Wr 242.

**Wr 341 Poetry Writing**

4 credits

Students study verse forms and gain practice in verse-writing. Includes analysis and discussion of student work. Prerequisites: Eng 298 and Wr 242.

**Wr 350 Topics in Nonfiction Essay**

4 credits

Examines the genre of the creative nonfiction essay from the perspective of the writer. Students explore various aspects of the genre through writing essays and close reading of essays by John McPhee, Annie Dillard, Barry Lopez, Joan Didion, and many others. Repeat credit is allowed for different topics. Prerequisite: Eng 298.

**Wr 399 Special Studies**

Credits to be arranged

**Wr 400 Capstone**

2 credits

Senior project for English and writing majors with a writing emphasis. Integrates students' knowledge and skills in the discipline. Prerequisite: Eng 300.

**Wr 403/503 Thesis**

Credits to be arranged

**Wr 405/505 Writing and Conference**

Credits to be arranged

**Wr 407/507 Writing Seminar**

Credits to be arranged

**Wr 409/509 Practicum**

Credits to be arranged

A maximum of 8 credits may be applied to the major. Prerequisite: Eng 298.

**Wr 410 Community Engagement Writing: Internships and Practica**

4 credits

A writing and internship course that exposes students to professional applications of rhetoric and writing through fieldwork with people and organizations outside the classroom. English and writing majors and minors only. Prerequisite: Eng 300. (Cross-listed with Eng 410.)

**Wr 414/514 Advanced Composition**

4 credits

A writing-intensive course for English and writing majors and minors. Offers advanced instruction and practice in writing. Prerequisite: Eng 300. (Students registering at the 414 level must be English and writing majors or minors or have instructor consent.)

**Wr 415/515 Supervised Tutoring Practicum**

1 to 2 credits

Trains students to tutor students of all disciplines. Tutors are responsible for giving writing assistance on a one-on-one basis or in groups. Good writing and interpersonal communication skills are necessary. Prerequisite: Eng 298 and instructor consent.

**Wr 420/520 West Wind Review**

2 credits

Students serve on this independent, student-staffed literary magazine. Duties include selecting, editing, and responding to submitted manuscripts, as well as conducting community events and business relations to further the scope and financial success of the journal. Prerequisites: Eng 298 and instructor consent.

**Wr 430/530 Advanced Fiction Writing: Short Story**

4 credits

Intensive workshop emphasizing the particulars of the short story. Students are expected to complete and submit one story. They also distribute copies of and read from their work. Prerequisite: Wr 330.

**Wr 441/541 Advanced Poetry Writing**

4 credits

Intensive workshop emphasizing the particulars of writing and compiling a collection of poetry. Students are expected to complete a book-length manuscript of poetry and to engage in the process of writing and revising. Prerequisite: Wr 341.

**Wr 450/550 The Business of Writing**

4 credits

Introduces students to various writing professions through workshops and lectures from visiting professional writers. Includes compiling necessary documents for publishing and for writing portfolios. Prerequisite: Eng 300.

**Wr 472/572 Teaching Written Composition**

4 credits

Preparation for teaching writing in K-14 language arts and composition classes. Emphasizes recent theory and research in the teaching of writing. Class members learn to model desirable writing and learning behaviors. Prerequisite: Eng 300.

**Wr 493/593 Topics in Rhetoric**

4 credits

Explores a range of rhetorical theories and practices. Topics may include Western rhetorical history and traditions, discourse analysis, twentieth-century rhetorical theory, rhetoric and the body, women in rhetoric, rhetoric and cultural studies, and rhetoric and technology. Repeat credit is allowed for different topics. Prerequisite: Eng 300.

**Environmental Studies**

Science 173

541-552-6474

**Coordinators:**

Eric Dittmer, 541-552-6496

Mark Shibley, 541-552-6761

**Advisors:**

Biology:

Carol Ferguson, 541-552-6748

Chris Oswald, 541-552-6864

John Roden, 541-552-6798

Charles Welden, 541-552-6868

Chemistry:

Owen McDougal, 541-552-6407

Geography:

Greg Jones, 541-552-6758

John Richards, 541-552-6281

Geology:

Charles Lane, 541-552-6479

Eric Dittmer, 541-552-6496

Social Science:

Vicky Sturtevant, 541-552-6762

Social Science and Policy:

Mark Shibley, 541-552-6761

The Environmental Studies (ES) interdisciplinary program provides an integrated natural sciences/ social sciences approach to environmental decision making, ecological issues, and human use of natural resources. Students choose a natural sciences option area in biology, chemistry, geology, physical geography, or a social sciences and policy track.

ES graduates are prepared to work effectively in environmentally related careers that require both science and policy expertise.

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Maintain a 2.5 GPA in all courses taken for the major. Note: Coursework in the major must be taken for a letter grade (not P/NP).
3. Complete the core ES requirements.
4. Complete specified requirements for a natural sciences option area in biology, chemistry, geology, physical geography, or a social sciences and policy track.

**Core Requirements**

(28–32 credits)

Physical Environment I, II (ES 111, 112)..... 8

Environmental Studies I, II (ES 210, 211)..... 8

Ethics: Moral Issues (Phl 205)..... 4

Principles of Microeconomics (Ec 201)..... 4

Select one of the following:

Environmental Studies Capstone (ES 494)..... 4

A capstone course in the option area with an

environmental component and advisor approval

Environmental Studies Honors Capstone with

advisor approval (ES 495, 496, 497)..... 5–8

**Biology Option Requirements****Lower Division Science**

(20–21 credits)

Complete the introductory sequence and associated laboratories:

Principles of Biology (Bi 211, 212, 213)..... 12

(4–5 credits)

Complete at least one course and associated laboratory from chemistry.

Chemistry (Ch 100, 104, or 201)..... 4–5



**Lower Division Social Science**

(8–12 credits)

Select an Explorations sequence from anthropology, geography, political science, economics, or sociology, plus one introductory course from another of the above disciplines. Note: Students taking Ec 201, 202 must select one additional course from another department.

**Mathematics**

(8 credits)

Elementary Statistics (Mth 243)..... 4

Plus one of the following:

Applied Inferential Statistics (Mth 244)..... 4

Calculus I (Mth 251)..... 4

Quantitative Methods (Ec 332)..... 4

Quantitative Methods in Geography (Geog 386) .. 4

**Upper Division Science**

(6–8 credits)

Complete two of the following from two different areas:

Energy and the Environment (Ph 308)..... 3

Oceanography (G 353)..... 3

Metals and Civilization (G 330) ..... 3

Environmental Geology (G 360)..... 4

Science and Advocacy in Environmental

Policy Debates (Bi 383)..... 3

Geomorphology (Geog 481) ..... 4

Climatology (Geog 482) ..... 4

**Upper Division Social Science**

(12 credits)

Choose one of the following:

Environmental Policy (PS 428)..... 4

Law, Science, and the Environment (PS 340) ..... 4

Environmental Law and Policy (PS 441) ..... 4

Choose two of the following from at least two departments (some may have prerequisites):

Environmental Economics (Ec 315)..... 4

Cultural Resource Management (Anth 462) ..... 4

Population, Development, and

Environment (Geog 360)..... 4

People and Forests (Soc 350) ..... 4

Conservation in the U.S. (Geog 437) ..... 4

Special Studies: Native North America (Anth 334) .. 4

Seminar: Mediation and Conflict

Resolution (PS 407)..... 4

**Biology Courses**

(35–36 credits)

Complete 11–12 upper division credits of required courses and choose 24 additional upper division credits from the list of specified courses (or other advisor-approved courses):

*Required Courses*

Vertebrate Natural History (Bi 317)..... 4

Plant Identification and Field Botany (Bi 444)

or Plant Evolution and Systematics (Bi 336) ... 3–4

Introduction to Ecology (Bi 340) ..... 4

Select 24 credits from:

Comparative Animal Physiology (Bi 314)..... 4

Algae, Fungi, and Lichens (Bi 436) ..... 4

Environmental Ethics (Bi 410) ..... 3

Physiological Ecology of Animals (Bi 413) ..... 4

Mammalogy (Bi 415)..... 4

Biological Illustration (Bi 430) ..... 3

Physiological Plant Ecology (Bi 431) ..... 4

Origins and Diversity of Land Plants (Bi 432)..... 4

Plant Anatomy (Bi 434) ..... 4

Conservation Biology (Bi 438)..... 3

Bryophytes (Bi 442)..... 4

Conservation of Natural Resources (Bi 445) ..... 4

Evolution (Bi 446)..... 4

Fish and Fisheries (Bi 450) ..... 4

Community and Population Ecology (Bi 453) ..... 4

Plant Ecology (Bi 454)..... 4

Biology of the Lower Invertebrates (Bi 461)..... 4

Biology of the Higher Invertebrates (Bi 462)..... 4

Entomology (Bi 466) ..... 4

Herpetology (Bi 470)..... 4

Ornithology (Bi 471) ..... 4

Aquatic Ecology (Bi 475) ..... 4

Animal Behavior (Bi 480)..... 4

**Chemistry Option Requirements****Lower Division Science**

(19 credits)

Complete the introductory sequence and associated labs:

(Chem 201, 204; 202, 205; 203, 206) ..... 15

Also complete at least one course and associated lab from biology.

4 credits

Biology (Bi 101 or 211) ..... 4

**Lower Division Social Science**

(8–12 credits)

Select an Explorations sequence from anthropology, geography, political science, economics, or sociology, plus one introductory course from another of the above disciplines. Note: Students taking Ec 201, 202 must select one additional course from another department.

**Mathematics**

(8 credits)

Calculus I (Mth 251)..... 4

Plus one of the following:

Elementary Statistics (Mth 243)..... 4

Calculus II (Mth 252) ..... 4

Quantitative Methods in Geography (Geog 386) .. 4

**Upper Division Science**

(6–8 credits)

Complete two of the following from two different areas:

Energy and the Environment (Ph 308)..... 3

Oceanography (G 353)..... 3

Metals and Civilization (G 330) ..... 3

Environmental Geology (G 360) ..... 4

Science and Advocacy in Environmental

Policy Debates (Bi 383)..... 3

Geomorphology (Geog 481) ..... 4

Climatology (Geog 482) ..... 4

Introduction to Ecology (Bi 340) ..... 4

**Upper Division Social Science**

(12 credits)

Choose one of the following:

Environmental Policy (PS 428)..... 4

Law, Science, and the Environment (PS 340) ..... 4

Environmental Law and Policy (PS 441) ..... 4

Choose two of the following (some may have prerequisites): Students must select courses from at least two departments.

Environmental Economics (Ec 315)..... 4

Cultural Resource Management (Anth 462) ..... 4

Population, Development, and

the Environment (Geog 360) ..... 4

People and Forests (Soc 350) ..... 4

Conservation in the U.S. (Geog 437) ..... 4

Special Studies: Native North America (Anth 334) .. 4

Seminar: Mediation and Conflict

Resolution (PS 407) ..... 4

**Chemistry Courses**

(36 credits)

Complete at least 23 credits from the following list of required courses, plus a minimum of 13 additional upper division credits from the second list. These additional credits must be approved by the Chemistry Department advisor.

*Required Courses*

Organic Chemistry (Ch 334, 335, 336, 337, 340, 341) ..... 16

or

Organic Chemistry (Ch 331, 332, 337, 338)..... 11

Computer Applications in Chemistry (Ch 371)..... 3

Analytical Chemistry / Instrumental

Analysis (Ch 421, 422; 425, 427) ..... 9

Select 13 additional credits from:

Introductory Biochemistry (Ch 350)..... 4

Inorganic Chemistry with Lab (Ch 411 and 414) ... 5

Physical Chemistry with Lab

(Ch 441, 442, 443, 444, 445) ..... 13

Biochemistry with Lab

(Ch 451, 452, 453, 454, 455) ..... 11

Advanced Topics in Chemistry (Ch 485)..... 3

**Geography Option Requirements****Lower Division Science**

(12–13 credits)

Complete:

Geog 107 ..... 4

Also complete at least one course and associated lab from each of the following:

(8–9 credits)

Biology (Bi 101 or 211) and

Chemistry (Chem 100, 101 or 201)

**Lower Division Social Science**

(8–12 credits)

Select an Explorations sequence from anthropology, political science, economics, or sociology, plus one introductory course from another of the above disciplines.

Note: Students taking Ec 201, 202 must select one additional course from another department.

**Mathematics**

(8 credits)

Elementary Statistics (Mth 243)..... 4

Plus one of the following:

Precalculus II: Elementary Functions (Mth 112) .... 4

Calculus I (Mth 251)..... 4

Quantitative Methods in Geography (Geog 386) .. 4



**Upper Division Science**

(6–8 credits)

Complete two of the following from two different areas:

Energy and the Environment (Ph 308) .....	3
Oceanography (G 353) .....	3
Metals and Civilization (G 330) .....	3
Environmental Geology (G 360) .....	4
Introduction to Ecology (Bi 340) .....	4
Science and Advocacy in Environmental Debates (Bi 383) .....	3

**Upper Division Social Science**

(12 credits)

Choose one of the following:

Environmental Policy (PS 428) .....	4
Law, Science, and the Environment (PS 340) .....	4
Environmental Law and Policy (PS 441) .....	4

Choose two from the following list (some may have prerequisites). Students must select courses from at least two departments.

Environmental Economics (Ec 315) .....	4
Cultural Resource Management (Anth 462) .....	4
People and Forests (Soc 350) .....	4
Special Studies: Native North America (Anth 334) ..	4
Seminar: Mediation and Conflict Resolution (PS 407) .....	4

**Geography Courses**

(36 credits)

Complete 36 credits (approved by the geography option advisor) from the following (at least 28 credits must be upper division).

Introduction to Meteorology (Geog 209) .....	4
Maps: Analysis and Interpretation (Geog 280) .....	4
Cartography (Geog 340) .....	5
Urban Environments (Geog 350) .....	4
Population, Development, and the Environment (Geog 360) .....	4
Quantitative Methods in Geography (Geog 386) ..	4
Advanced Economic Geography (Geog 416) .....	4
Geography of Tourism (Geog 417) .....	4
Conservation in the U.S. (Geog 437) .....	4
Land Use Planning (Geog 439/SSc 439) .....	4
Planning Issues (Geog 440) .....	4
Geomorphology (Geog 481) .....	4
Climatology (Geog 482) .....	4
Remote Sensing (Geog 487) .....	4
Geographic Information Systems (Geog 489) .....	5

**Geology Option Requirements****Lower Division Science**

(18 credits)

Complete:

G 103 .....	4
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(14 credits)

Also complete at least one course and associated lab from biology and two courses from chemistry:

Biology (Bi 101 or 211)
Chemistry (Chem 201, 202)

**Lower Division Social Science**

(8–12 credits)

Select an Explorations sequence from anthropology, geography, political science, economics, or sociology, plus one introductory course from another of the above disciplines.

Note: Students taking Ec 201, 202 must select one additional course from another department.

**Mathematics**

(8 credits)

Calculus I (Mth 251) .....	4
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Plus one of the following:

Elementary Statistics (Mth 243) .....	4
Calculus II (Mth 252) .....	4

**Upper Division Science**

(6–8 credits)

Complete two of the following from two different areas:

Energy and the Environment (Ph 308) .....	3
Science and Advocacy in Environmental Policy Debates (Bi 383) .....	3
Geomorphology (Geog 481) .....	4
Climatology (Geog 482) .....	4
Introduction to Ecology (Bi 340) .....	4

**Upper Division Social Science**

(12 credits)

Choose one of the following:

Environmental Policy (PS 428) .....	4
Law, Science, and the Environment (PS 340) .....	4
Environmental Law and Policy (PS 441) .....	4

Choose two of the following (some may have prerequisites). Students must select courses from at least two departments:

Environmental Economics (Ec 315) .....	4
Cultural Resource Management (Anth 462) .....	4
Population, Development, and the Environment (Geog 360) .....	4
People and Forests (Soc 350) .....	4
Conservation in the U.S. (Geog 437) .....	4
Special Studies: Native North America (Anth 334) ..	4
Seminar: Mediation and Conflict Resolution (PS 407) .....	4

**Geology Courses**

(37–38 credits)

Complete 30 credits of required courses and choose 7–8 additional upper division credits from the second list of courses. Those additional credits must be approved by the geology advisor. Note that G 312 has a prerequisite of one year of General Geology and a corequisite of General Chemistry. Successful completion of two terms of General Chemistry (Ch 201, 204 and 202, 205) is required for the environmental studies/geology option.

**Required Courses**

(30 credits)

Advanced General Geology (G 310) .....	2
Mineralogy (G 312) .....	4
Lithology (G 313) .....	4
Hydrogeology I (G 314) .....	3
Hydrogeology II (G 315) .....	3
Hydrogeology III (G 316) .....	3
Structural Geology: Brittle Deformation (G 321) ..	3
Environmental Geology (G 360) .....	4
Geologic Field Methods (G 480) .....	4

Plus two courses from the following:

(7–8 credits)

Global Positioning Systems (G 326) .....	3
Metals and Civilization (G 330) .....	3
Stratigraphy (G 342) .....	3
Oceanography (G 353) .....	3
Remote Sensing in Geology (G 487) .....	4

**Social Science and Policy Track Requirements****Lower Division Social Science**

(12 credits)

Complete one Explorations sequence from anthropology, economics, geography, political science, or sociology, plus one introductory course in another department from the above disciplines.\*†

\*Students must take 12 credits in addition to Ec 201.

†Not to include Geog 111 or 112.

**Lower Division Science**

(12 credits)

Complete ES 111, 112 plus one introductory course from a different department. At least one course must be in biology or chemistry.

**Mathematics**

(8 credits)

Elementary Statistics (Mth 243) .....	4
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Plus one of the following:

Quantitative Data Analysis (Soc 327) .....	4
Quantitative Methods in Geography (Geog 386) ..	4
Quantitative Methods (Ec 332) .....	4

**Upper Division Science**

(12 credits)

Select one Synthesis and Applications course in science, plus 8 credits of upper division science. Courses must be from at least two departments and selected with advisor consent.

**Upper Division Social Science/Policy Core**

(28 credits)

Cultural Resource Management (Anth 462) .....	4
Environmental Economics (Ec 315) .....	4
Population, Development, and the Environment (Geog 360) .....	4
World Environmental History (Hst 421) .....	4
Environmental Policy (PS 428) .....	4
People and Forests (Soc 350) .....	4

**Methodologies**

(12 credits)

Ethnographic Research Methods (Anth 360) .....	4
Cost-Benefit Analysis (Ec 364) .....	4
Introduction to Social Research Methods (Soc 326) ..	4

**Upper Division Social Science**

(12 credits)

Complete three courses from the following list (some courses may have prerequisites):

Native North America (Anth 318) or Native North America: Special Studies (Anth 334) .....	4
Introduction to International Economy (Ec 320) or Economic Development (Ec 379) .....	4
Mediation and Conflict Resolution (PS 407) .....	4
Land Use Planning (Geog 439) .....	4
Law, Science, and the Environment (PS 340) .....	4
Policy Analysis (PS 432) .....	4
Environmental Law and Policy (PS 441) .....	4
Environmental Psychology (Psy 435) .....	4
Group Dynamics (Psy 438) .....	4
Community Studies (Soc 310) .....	4
Sociology of Globalization (Soc 345) .....	4
Social Organization (Soc 444) .....	4

Note: Open-numbered courses may be taken with advisor consent. Consult the program advisors regarding additional recommendations for courses that complement the goals of the environmental studies major.

## Environmental Studies Courses

### LOWER DIVISION COURSES

#### ES 111 Physical Environment I

4 credits

Explores and analyzes the environment, bringing together the many physical factors that create a complete understanding of Earth system operations. Includes basic concepts and relationships between and among the atmosphere, hydrosphere, geosphere, and biosphere with emphasis on the atmosphere and hydrosphere. Familiarizes students with human-environment interactions that are relevant to our lives. Three hours of lecture and one 3-hour laboratory. Corequisite: ES 111L. Approved for General Education (Explorations).

#### ES 112 Physical Environment II

4 credits

Explores and analyzes the environment, bringing together the many physical factors that create a complete understanding of Earth system operations. Includes basic concepts and relationships between and among the atmosphere, hydrosphere, geosphere, and biosphere with emphasis on the geosphere and biosphere. Familiarizes students with human-environment interactions that are relevant to our lives. Three hours of lecture and one 3-hour laboratory. Prerequisite: ES 111. Corequisite: ES 112L. Approved for General Education (Explorations).

#### ES 199 Special Studies

Credits to be arranged

#### ES 209 Practicum

Credits to be arranged

#### ES 210 Environmental Studies I

4 credits

Offers an interdisciplinary study of how the natural and social sciences combine to examine, debate, and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisite: Completion of the social science General Education sequence. Prerequisites: ES 111, 112.

#### ES 211 Environmental Studies II

4 credits

Continues the interdisciplinary study of how the natural and social sciences combine to examine, debate, and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisite: ES 210.

### UPPER DIVISION COURSES

#### ES 399 Special Studies

Credits to be arranged

#### ES 401 Research

Credits to be arranged

#### ES 407 Seminar

Credits to be arranged

#### ES 409 Practicum

Credits to be arranged

#### ES 494 Environmental Studies Capstone

4 credits

Students plan a research project, write a project proposal, conduct research, write a final report, and make an oral presentation to faculty and peers in one term. Prerequisites: ES 210 and 211.

#### ES 495 Environmental Studies Honors Capstone I

1 to 2 credits

Introduces accepted students to the senior capstone honors process. Requires a written proposal outlining the project goals, tasks, timeline, and budget. Prerequisites: Senior standing and instructor consent.

#### ES 496 Environmental Studies Honors Capstone II

2 to 3 credits

Supports students completing their senior project. Assures communication with cooperating entities and emphasizes data collection, findings, and initial analyses. Drafts outline of final report. Prerequisite: ES 495.

#### ES 497 Environmental Studies Honors Capstone III

2 to 3 credits

Supports preparation and completion of final written and oral report. Emphasizes data analyses and critical thinking on conclusions and recommendations. Prerequisite: ES 496.

## Foreign Languages and Literatures

Churchill 250

541-552-6435

Marianne Golding, Chair

Professors: Gudrun Gill, Priscilla Hunter, Daniel Morris

Associate Professor: Marianne Golding

Assistant Professors: Anne Connor, María Luz Valdez

Adjunct Faculty: Lucy DeFranco, Ursula Horstmann-Nash, Viola Olsen, Denise Prado, Lady Vanderlip, Yuko Yamanouchi

The Department of Foreign Languages and Literatures offers courses and degree options in French, German, and Spanish. The courses range from beginning language instruction to the study of literature, linguistics, and culture at the graduate level. First- and second-year instruction is also available in Japanese.

After earning a bachelor's degree, a student may earn a basic teaching license in French, German, or Spanish at the secondary level through the School of Education's Master of Arts in Teaching program. The Department of Foreign Languages and Literatures offers graduate coursework toward this interdisciplinary master's degree in education.

## Degrees

BA in Language and Culture, with options in French, German, and Spanish

BA in Arts and Letters, with options in French, German, and Spanish

BA in Interdisciplinary Studies, with options in French, German, and Spanish

## Minors

French, German, and Spanish

## Language Requirements

### Southern Oregon Foreign Language Proficiency Program

High school students may obtain SOU foreign language credit through the Southern Oregon Foreign Language Proficiency Program, sponsored by the Department of Foreign Languages and Literatures and the Southern Oregon Foreign Language Articulation (SOFLA) project. Only approved schools and teachers are allowed to participate in the program. To receive the credit, students must be high school seniors enrolled in an advanced (third, fourth, or fifth year) high school language program. These students must successfully pass an Oral Proficiency Interview administered by a certified tester of the American Council on the Teaching of Foreign Languages (ACTFL) and demonstrate writing proficiency through the SOFLA writing proficiency exam based on the ACTFL scale. The following credits will be awarded:

1. 101, 102 for scores equivalent to novice high on the ACTFL scale in both speaking and writing;
2. 101, 102, 103 for scores equivalent to intermediate low on the ACTFL scale in both speaking and writing; or
3. 101, 102, 103 and 201, 202 for scores equivalent to intermediate mid on the ACTFL scale in both speaking and writing.

Students planning to enroll at SOU who place at the intermediate mid level on both assessments may receive additional credit for 203 upon recommendation of their high school teacher and successful completion of a 300-level class at SOU.

## BA in Language and Culture

A language and culture major with an option in French, German, or Spanish prepares students for a variety of careers in which cultural understanding, local or international work, critical thinking, and practical application of a second language play a significant role. The language and culture major is also an excellent complement to a second major in many fields. It adds valuable foreign language and cultural competency and international or multicultural experience to knowledge in other disciplines, preparing students for careers in government or civil service, law enforcement, health and human services, travel and tourism, and entrepreneurial business. The degree also offers options that prepare students for graduate work in the language, literature, and culture of their concentration, as well as in linguistics, comparative

literature, cultural studies, international studies, international business, teaching, and law.

The language and culture major enables intermediate to advanced students to maximize their competency in language skills and cultural proficiency by focusing on communication, practical applications, research and analysis, language fluency, and cultural knowledge and understanding. Two language and culture options equip undergraduates with varying skills to reach their potential language and culture proficiency levels. Option A: International Internship requires a full-time, ten-week work internship completed abroad. Option B: Language, Literature, and Culture requires additional coursework and a minimum of 120 hours of work completed locally or abroad in a multicultural or international community. The work must be done in the foreign language of concentration. Both the international and local work experiences must demonstrate high language skills and good cultural knowledge.

The language and culture major is also designed to increase students' preparedness to enter the work world. To this end, both options require the student to complete a minor or a second major in another field.

#### Accelerated Baccalaureate Degree Program

Language and culture majors may participate in the University's Accelerated Baccalaureate Degree Program. For information on this program, see page 155.

#### Admission to the Major

To be admitted to the language and culture baccalaureate program, students must have:

1. Completed two years of college-level French, German, or Spanish or the equivalent;
2. Attained a cumulative GPA of at least 2.5 in all coursework;
3. Attained a cumulative GPA of at least 3.0 in all coursework in the language option chosen; and
4. Demonstrated an oral proficiency level equivalent to intermediate mid on the scale published by the American Council on the Teaching of Foreign Languages (ACTFL).

#### Requirements for the Major

Students in all languages and options must complete the following minimum requirements:

1. All core curriculum and baccalaureate degree requirements as stated beginning on page 19.
2. A core of culture credits (8 credits).
3. A core of language credits (20–24 credits).
4. Advanced language, literature, or culture electives for either Option A: International Internship or Option B: Language, Literature, and Culture (12–20 credits).
5. Upper division culture electives that have been approved by an advisor (8 credits).

6. A culture-specific work experience (minimum of 4–6 credits).
7. A capstone project, which must be completed under the supervision of a member of the languages and literatures faculty (4 credits).
8. A minor or a second major.
9. A research paper requirement, which must be met by completing Fr 316, GL 413 or 415, and Span 312 or 412 in courses on the SOU campus in Ashland.
10. A minimum 3.0 GPA in all upper division coursework in the language of specialization.
11. A campus residency requirement. At least 16 credits of upper division credits that have been approved by an advisor in the language of concentration, excluding the capstone project and work experience, must be completed in courses offered on the SOU campus in Ashland. At least 8 of the non-capstone credits must be at the 400 level.

#### Foreign Residency and Study Abroad

Both Options A and B in all languages encourage students to take advantage of the many varied and high-quality study abroad programs available. OUS internship and study abroad credit is accepted for the major, with advisor consent. An academic year abroad is recommended for language and culture majors. Option A requires students to work and reside abroad. Option B does not require students to study and reside abroad.

#### International Internship for Option A

Under Option A, students must complete an international internship. The internship comprises a minimum of 6 credits; however, students may receive up to 15 credits. The internship covers at least ten weeks of full-time work and must be completed in a country where the language of specialization is spoken. Students undertake the internship once they have achieved an appropriate level of oral, aural, reading, writing, and cultural proficiency, usually toward the end of the junior year or at the completion of a study abroad program. The department recommends that students participate in a study abroad or other international residency prior to completing the internship, which is carried out in the language of specialization and overseen by a member of the foreign languages and literatures faculty. The internship includes statements of work objectives, journals, reports, and an employer evaluation.

#### Community-Based Work for Option B

Under Option B, students must complete a local or foreign work experience with a community in which the language of concentration is spoken. The community-based work requirement for Option B requires a minimum of 4 credits and 120 hours of work. The work experience is carried out in the language of specialization and is overseen by a member of the foreign languages and literatures faculty. The work must have a multicultural or international focus and

may be completed locally or abroad. Students undertake the work experience once they have achieved an appropriate level of oral, aural, reading, writing, and cultural proficiency, usually toward the end of the junior year or in relation to a study abroad program. Requirements include statements of work objectives, journals, reports, and an employer evaluation.

#### Capstone

All students in both Options A and B must complete a capstone project that demonstrates the skills and knowledge acquired during the completion of the major. The capstone project includes an analytical research paper and annotated bibliography following standard MLA format. The research is presented before students and a panel of foreign languages and literatures faculty.

#### French Language and Culture Option A: International Internship

##### INTERDISCIPLINARY CULTURE CORE

(select 8 credits from the following)

Introduction to French Literature (Fr 301)*	4
Cultural Anthropology: Perspectives on Humanity (Anth 213)	4
Communication Across Cultures (Comm 200)	4

\*Required.

##### LANGUAGE AND CULTURE CORE

(20 credits)

French Culture, Composition, and Conversation (Fr 314, 315, 316)*	12
French Pronunciation and Phonetics (Fr 331), Survey of French Literature (Fr 311), or Survey of French Literature (Fr 312)	8

\*Meets requirement for research and writing training in the major.

##### ADVANCED LANGUAGE AND CULTURE COURSES

(12 credits)

Advanced French Grammar (Fr 445) or Translation (Fr 460)	4
Topics in French Culture (Fr 428)*	4
Topics in French Literature (Fr 426)* or Topics in Francophone Literature (Fr 427*)	4

\*May be repeated for credit when topic changes.

##### ADVANCED CULTURE ELECTIVES

(8 credits)

Topics in French Film (Fr 350),* Topics in French Culture (Fr 428),** or approved upper division extra-departmental courses	8
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\*May be repeated for credit when topic changes.

\*\*May only be used for culture elective when not used to meet Advanced Language and Culture requirements.

##### INTERNATIONAL INTERNSHIP

(minimum 6 credits/ten weeks of full-time work)\*

International Internship (Fr 408)	6–15
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##### CAPSTONE

(4 credits)

Research and Writing Capstone (Fr 490)	4
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## French Language and Culture Option B: Language, Literature, and Culture

### INTERDISCIPLINARY CULTURE CORE

(select 8 credits from the following)

Introduction to French Literature (Fr 301)*	4
Cultural Anthropology: Perspectives on Humanity (Anth 213)	4
Communication Across Cultures (Comm 200)	4

\*Required.

### LANGUAGE AND CULTURE CORE

(20 credits)

French Culture, Composition, and Conversation (Fr 314, 315, 316)*	12
French Pronunciation and Phonetics (Fr 331), Survey of French Literature (Fr 311), or Survey of French Literature (Fr 312)	8

\*Meets SOU requirement for research and writing training in the major.

### ADVANCED LANGUAGE AND CULTURE COURSES

(20 credits)

Advanced French Grammar (Fr 445)	4
Topics in French Culture (Fr 428)*	4
Topics in French Literature (Fr 426)* or Noncontinental Francophone Literature (Fr 427)*	4

Additional courses selected from the following:

Topics in French Literature (Fr 426),* Noncontinental Francophone Literature (Fr 427),* Topics in French Culture (Fr 428),* or Translation (Fr 460)	8
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\*May be repeated for credit when topic changes.

### ADVANCED CULTURE ELECTIVES

Topics in French Film (Fr 350),* Topics in French Culture (Fr 428),** or approved upper division extra-departmental courses	8
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\*May be repeated for credit when topic changes.

\*\*May only be used for culture elective when not used to meet Advanced Language and Culture requirements above.

### COMMUNITY-BASED WORK EXPERIENCE

(minimum 4 credits/120 hours of work)\*

Community-Based Work Experience (Fr 406)	4
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### CAPSTONE

(4 credits)

Research and Writing Capstone (Fr 490)	4
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## German Language and Culture Option A: International Internship

### INTERDISCIPLINARY CULTURE CORE

(select 8 credits from the following)

Cultural Anthropology: Perspectives on Humanity (Anth 213)	4
Communication Across Cultures (Comm 200)	4
Media Across Cultures (Comm 201)	4

### LANGUAGE AND CULTURE CORE

(20 credits)

German Culture, Conversation, and Composition (GL 301, 302, 303)*	12
Major Figures in German Literature (GL 413)	4
Germany 1945–1990: From Division to Unity (GL 441)	4

\*Meets requirement for research and writing training in the major.

### ADVANCED LANGUAGE AND CULTURE COURSES

(select 20 credits from the following)

Topics in German Film (GL 415)*	4
Germany 1845–1945: Germany's Search for Unity (GL 440)	4
Deutsche Sommerschule am Pazifik or OUS study abroad	up to 12 credits

\*May be repeated for credit when topic changes.

### ADVANCED CULTURE ELECTIVES

(8 credits)

Modern Europe (Hst 341, 342, or 343) or approved upper division extra-departmental courses	8
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### INTERNATIONAL INTERNSHIP

(minimum 6 credits/ten weeks of full-time work)\*

International Internship (GL 408)	6–15
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\*Students must enroll for a minimum of 6 credits but may receive up to 15 credits for the work internship.

### CAPSTONE

(4 credits)

Research and Writing Capstone (GL 490)	4
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## German Language and Culture Option B: Language, Literature, and Culture

### INTERDISCIPLINARY CULTURE CORE

(select 8 credits from the following)

Cultural Anthropology: Perspectives on Humanity (Anth 213)	4
Communication Across Cultures (Comm 200)	4
Media Across Cultures (Comm 201)	4

### LANGUAGE AND CULTURE CORE

(20 credits)

German Culture, Conversation, and Composition (GL 301, 302, 303)*	12
Major Figures in German Literature (GL 413)	4
Germany 1945–1990: From Division to Unity (GL 441)	4

\*Meets SOU requirement for research and writing training in the major.

### ADVANCED LANGUAGE AND CULTURE COURSES

(select 20 credits from the following)

Topics in German Film (GL 415)*	4
Germany 1845–1945: Germany's Search for Unity (GL 440)	4
Deutsche Sommerschule am Pazifik or OUS study abroad	up to 16

\*May be repeated for credit when topic changes.

### ADVANCED CULTURE ELECTIVES

(8 credits)

Modern Europe (Hst 341, 342, or 343) or approved upper division extra-departmental courses	8
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### COMMUNITY-BASED WORK EXPERIENCE

(minimum 4 credits/120 hours of work)

Community-Based Work Experience (GL 406)	4
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### CAPSTONE

(4 credits)

Research and Writing Capstone (GL 490)	4
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## Spanish Language and Culture Option A: International Internship

### INTERDISCIPLINARY CULTURE CORE

(8 credits)

Introduction to Reading Hispanic Literature (Span 301)*	4
Cultural Anthropology: Perspectives on Humanity (Anth 213)	4
Communication Across Cultures (Comm 200)	4

\*Required.

Note: Span 320, 425, or 441 may be substituted for Anth 213, Comm 200, or Comm 201 when not used to meet requirements for the Advanced Culture Elective below.

### LANGUAGE AND CULTURE CORE

(20–24 credits)

Hispanic Culture, Composition, and Conversation (Span 310, 311)	8
Hispanic Culture, Composition, and Conversation (Span 312)* or Advanced Composition, Conversation, and Culture (Span 412)*	4
Spanish Grammar Review (Span 315)	4
Nineteenth-Century Hispanic Literature (Span 322)** or Twentieth-Century Hispanic Literature (Span 323)**	4–8

\*Meets requirement for research and writing training in the major. Span 412 is for heritage or native speakers or students who have studied abroad.

\*\*Span 322 and 323 are required for students who choose to take Span 421, 422, and 425 in Advanced Language or Culture.

### ADVANCED LANGUAGE AND CULTURE COURSES

(12 credits)

Spanish Phonetics/Phonology (Span 431)	4
Topics in Hispanic Culture (Span 441)*	4
Topics in Theoretical and Applied Spanish Linguistics (Span 481)*	4
Topics in Writing and Translation (Span 482)*	4
Selected Genre or Period Studies (Span 421)*	4
Major Literary Figures (Span 422)*	4
Topics in Contemporary Hispanic Literature and Society (Span 425)*	4

\*May be repeated for credit when topic changes.

### ADVANCED CULTURE ELECTIVES

(8 credits)

Topics in Hispanic Film (Span 320)*	4
Topics in Contemporary Hispanic Literature and Society (Span 425)*	4
Topics in Hispanic Culture (Span 441)*	4
Approved upper division extra-departmental courses	8

\*May be repeated for credit when topic changes.

\*\*May only be used to meet Advanced Culture Elective requirements when not used to meet Advanced Language and Culture requirements above.

### INTERNATIONAL INTERNSHIP

(minimum 6 credits/ten weeks of full-time work)\*

International Internship (Span 408)	6–15
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\*Students must enroll for a minimum of 6 credits but may receive up to 15 credits for the work internship.

**CAPSTONE**

(4 credits)

Research and Writing Capstone (Span 490) ..... 4

**Spanish Language and Culture Option B:  
Language, Literature, and Culture****INTERDISCIPLINARY CULTURE CORE\*\***

(select 8 credits from the following)

Introduction to Reading Hispanic

Literature (Span 301)\* ..... 4

Cultural Anthropology: Perspectives on

Humanity (Anth 213) ..... 4

Communication Across Cultures (Comm 200) ..... 4

\*Required.

\*\*Students may substitute Span 320, 425, or 441 for Anth 213, Comm 200, or Comm 201 when not used to meet Culture Elective requirement below.

**LANGUAGE AND CULTURE CORE**

(24 credits)

Hispanic Culture, Composition, and

Conversation (Span 310, 311) ..... 8

Hispanic Culture, Composition, and

Conversation (Span 312)\* or Advanced Composition, Conversation, and Culture (Span 412)\* ... 4

Spanish Grammar Review (Span 315) ..... 4

Nineteenth-Century Hispanic

Literature (Span 322) ..... 4

Twentieth-Century Hispanic Literature (Span 323) .. 4

\*Meets SOU requirement for research and writing training in the major. Span 412 is for heritage or native speakers or students who have studied abroad.

**ADVANCED LANGUAGE AND CULTURE COURSES**

(20 credits)

Selected Genre of Period Studies (Span 421),\*

Major Literary Figures (Span 422),\*

or Topics in Contemporary Hispanic

Literature and Society (Span 425)\* ..... 12

Spanish Phonetics/Phonology (Span 431),

Topics in Theoretical and Applied Spanish

Linguistics (Span 481),\* or Topics in Writing

and Translation (Span 482)\* ..... 8

\*May be repeated for credit when topic changes.

**ADVANCED CULTURE ELECTIVES**

(select 8 credits from the following)

Topics in Hispanic Film (Span 320)\* ..... 4

Topics in Contemporary Hispanic

Literature and Society (Span 425)\* ..... 4

Topics in Hispanic Culture (Span 441)\* ..... 4

Or approved upper division

extra-departmental courses ..... 8

\*May be repeated for credit when topic changes.

\*\*May only be used for culture elective when not used to meet Advanced Language and Culture requirements above.

**COMMUNITY-BASED WORK EXPERIENCE**

(minimum 4 credits/120 hours of work)

Community-Based Work Experience (Span 406)... 4

**CAPSTONE**

(4 credits)

Research and Writing Capstone (Span 490) ..... 4

**Minors**

Students may minor in French, German, or Spanish by completing 24 upper division credits in one of these languages.

**French***Required Courses*

Select 24 upper division credits in French as follows. At least 8 credits must be in courses taken on the SOU campus in Ashland.

French Culture, Composition, and

Conversation (Fr 314, 315, 316) ..... 12

Choose 4 credits from the following:

Introduction to French Literature (Fr 301) ..... 4

Survey of French Literature (Fr 311, 312) ..... 8

Choose 8 credits from the following:

Introduction to French Literature (Fr 301)\* ..... 4

Survey of French Literature (Fr 311, 312)\* ..... 4, 4

French Pronunciation and Phonetics (Fr 331) ..... 4

Seminar (Fr 407) ..... TBD

Topics in French Literature (Fr 426) ..... 2-4

Noncontinental Francophone

Literature (Fr 427) ..... 2-4

Topics in French Culture (Fr 428) ..... 2-4

Advanced French Grammar (Fr 445) ..... 4

Translation (Fr 460) ..... 4

French Pronunciation and Phonetics (Fr 331) ..... 4

\*These courses may be used as electives when not used to fulfill the above requirements.

**German***Required Courses*

Select 24 upper division credits in German as follows. At least 8 credits must be taken in courses on the SOU campus in Ashland.

German Culture, Conversation, and

Composition (GL 301, 302, 303) ..... 12

Select 12 credits from the following:

Seminar (GL 407/507) ..... TBD

International Internship (GL 408/508) ..... TBD

Major Figures in German Literature (GL 413) ..... 4

Germany 1845-1945: Germany's Search

for Unity (GL 440) ..... 4

Germany 1945-1990: From Division

to Unity (GL 441) ..... 4

**Spanish***Required Courses*

Select 24 credits of upper division courses in Spanish as follows. Students must take at least 8 credits in upper division courses (excluding 408/409) in regularly scheduled courses on the SOU campus in Ashland.

Introduction to Reading Hispanic

Literature (Span 301) ..... 4

Hispanic Culture, Composition, and

Conversation (Span 310, 311, 312) ..... 12

Spanish Grammar Review (Span 315) ..... 4

Nineteenth- or Twentieth-Century

Hispanic Literature (Span 322 or 323) ..... 4, 4

Community-Based Work

Experience (Span 406) ..... 1-4

**Teacher Licensing**

Students who would like to teach French, German, or Spanish at the middle school or high school level in Oregon public schools must complete a bachelor's degree in language and

culture with an emphasis in French, German, or Spanish before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

**Study Abroad**

The Department of Foreign Languages and Literatures strongly recommends and encourages its students to participate in any of the study abroad opportunities available through SOU or the Oregon University System (OUS). There are OUS programs in Argentina, Chile, Ecuador, France, Germany, Japan, Mexico, and Spain. Southern Oregon University offers an exchange program with the Universidad de Guanajuato, Mexico. For most yearlong programs, students must complete two years of study in the foreign language prior to participation.

Students may also participate in study abroad programs through the National Student Exchange program. This program allows students to participate in study abroad programs of other universities throughout the U.S. and in universities in Canada and Puerto Rico.

Credit earned for study abroad programs is transferred back to the home campus. Financial aid may be used for these programs. Students interested in these programs should consult the director of international programs or foreign languages and literatures faculty.

**French Courses****LOWER DIVISION COURSES****Fr 101, 102, 103 Beginning French Language and Culture I, II, III**

4 credits each

Enables students to reach a minimum of novice high proficiency and introduces them to the cultural differences of French speakers. Materials include texts, CDs, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of French. Prerequisite for Fr 101: SOU French Placement Level 1. Prerequisite for Fr 102: SOU French Placement Level 2 or Fr 101.

**Fr 106, 107, 108 Beginning French Conversation**

1 credit each

Involves oral practice of materials studied in Beginning French. Graded P/NP only. Closed to native speakers of French. Corequisite: Beginning French Language and Culture.

**Fr 199 Special Studies**

Credits to be arranged

**Fr 201, 202, 203 Intermediate French Language and Culture I, II, III**

4 credits each

Enables students to reach a minimum of intermediate mid language proficiency, to compare cultural ideas, and to analyze issues, problems, and practices of the native and target language groups. Students are required to communicate in French on topics ranging from everyday life, family, and work to political, economic, and social questions affecting culture. Materials include literary and cultural texts, audiotapes, videotapes, films, art, and performances. Closed to native speakers of French. Prerequisite for Fr 201: SOU French Placement Level 3 or Fr 101, 102, 103. Prerequisites for Fr 202: SOU French Placement Level 4 and Fr 201. Prerequisite for Fr 203: Fr 202. Approved for General Education (Explorations (Fr 202 and 203 only)).

**Fr 206, 207, 208 Intermediate French Conversation**

1 credit each

Involves oral practice of materials studied in Intermediate French. Graded P/NP only. Closed to native speakers of French. Corequisite: Intermediate French Language and Culture.

**Fr 209 Practicum**

Credits to be arranged

**UPPER DIVISION COURSES****Fr 301 Introduction to French Literature**

4 credits

Introduces various genres in French literature through short representative works of poetry, short stories, the novel, and theater. Emphasizes the development of reading skills as preparation for advanced literature courses. Prerequisite: Two years of college French, SOU French Placement Level 5, or Fr 203.

**Fr 311, 312 Survey of French Literature**

4 credits each

Studies selected French literature from the Middle Ages to present. Prerequisites: SOU French Placement Level 5 or Fr 203 and 301.

**Fr 314, 315, 316 French Culture, Composition, and Conversation**

4 credits each

Promotes an understanding of French culture and society, with an emphasis on the development of oral and written expression. Cultural topics include historical influences on contemporary culture; French patterns of daily behavior; artistic expression; and societal, religious, and political institutions. Topics serve as the basis for in-class discussion and composition assignments. Students practice the fundamentals of French composition by writing in a variety of composition forms, such as descriptions, resu-més, expository writing, narration, and research

papers (Fr 316). Taught in French. Prerequisite: SOU French Placement Level 5 or Fr 203. Approved for General Education (Synthesis).

**Fr 331 French Pronunciation and Phonetics**

4 credits

Offers a thorough study of the fundamentals of French pronunciation and phonetics. Focuses on corrective phonetics to improve individual student pronunciation. Prerequisite: SOU French Placement Level 5 or Fr 201.

**Fr 350 Topics in French Film**

4 credits

Examines selected topics in French cinema, focusing on insights into French culture as seen through film. Recent topics include Masterpieces of French Film, French Film and Cultural Identity, French Film and Society, and Feminine Images in French Film. May be repeated for credit when topic changes. Prerequisites: SOU French Placement Level 5 or Fr 203; completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Flm 350.)

**Fr 399 Special Studies**

Credits to be arranged

**Fr 403/503 Thesis**

Credits to be arranged

**Fr 405/505 Reading and Conference**

Credits to be arranged

**Fr 406 Community-Based Work Experience**

1 to 4 credits

A practicum work experience in local businesses, schools, or other agencies where French is required. Carried out in French and overseen by a faculty member, the work experience includes work objectives, journals, reports, and an employer evaluation.

**Fr 407/507 Seminar**

Credits to be arranged

**Fr 408 International Internship**

1 to 12 credits

French language internship in a discipline of the student's area of interest, such as business, humanities, science, or social science. Internships are in French-speaking countries.

**Fr 409/509 Practicum**

Credits to be arranged

**Fr 426/526 Topics in French Literature**

4 credits

Examines literary texts reflecting the development of a genre or a specific topic in a given age. May be repeated for credit when topic changes. Prerequisites: Fr 311 and 312.

**Fr 427/527 Noncontinental Francophone Literature**

4 credits

Explores Francophone literature by authors originating from countries other than France. Representative works selected from African, Canadian, Caribbean, Indochinese, or Latin American literature. Conducted in French. May be repeated for credit when topic changes. Prerequisite: Fr 311 or 312.



**Fr 428/528 Topics in French Culture**

4 credits

Addresses selected topics in French culture that have significantly influenced French thought or contemporary French society. Topics may include social, political, artistic, or historical movements; contemporary lifestyles and customs; and issues of current interest in the French-speaking world. Taught in French. May be repeated for credit when topic changes. Prerequisites: Fr 314, 315, and 316.

**Fr 445/545 Advanced French Grammar**

4 credits

Offers an intensive review of French grammar. Focuses on common problem areas. Conducted in French. Prerequisites: Fr 201, 202, and 203.

**Fr 460/560 Translation**

4 credits

Studies the problems of translating literary and nonliterary texts from French into English and English into French. Involves some work on simultaneous oral translation. Prerequisites: Fr 314, 315, and 316.

**Fr 490 Research and Writing Capstone**

2 to 4 credits

Senior capstone. Designed to be the culminating project of the major for both Options A and B. Students create a research project in consultation with a faculty member. The capstone reflects the student's personal interests and career goals and may be linked to a work internship with advisor approval. The project results in an analytical research paper and bibliography written in French. Capstones may be in the areas of language, literature, or culture. Students deliver an oral presentation of the project in French to foreign languages and literatures faculty. Prerequisites: Senior standing in the major, Fr 314, 315, and 316.

**German Courses****LOWER DIVISION COURSES****GL 101, 102, 103 Beginning German Language and Culture I, II, III**

4 credits each

Enables students to reach at least novice high proficiency and introduces them to the cultural differences of German speakers. Materials include texts, audiotapes, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of German.

**GL 199 Special Studies**

Credits to be arranged

**GL 201, 202, 203 Intermediate German Language and Culture I, II, III**

4 credits each

Enables students to reach intermediate mid-language proficiency, to compare cultural ideas, and to analyze issues, problems, and practices of the native and target language groups. Students are required to communicate in German on topics ranging from everyday life, family, and work to political, economic, and social questions affecting culture. Materials include literary and cultural texts, audiotapes, video-

tapes, films, art, and performances. Closed to native speakers of German. Prerequisites: GL 101, 102, and 103. Approved for General Education (Explorations).

**GL 209 Practicum**

Credits to be arranged

**UPPER DIVISION COURSES****GL 301, 302, 303 German Culture, Conversation, and Composition**

4 credits each

Offers a German studies approach to German language fluency. Incorporates writing, conversation, literature, culture, and history. Prerequisite for 400-level courses. Approved for General Education (Synthesis).

**GL 308 German Trailer Course**

1 to 2 credits

Taught in German as a trailer to a course in another department (e.g., history, art, music, business, sociology, or women's studies). Involves readings and discussions in German on topics relevant to the main course. May be repeated for credit when topic changes. Prerequisite: GL 203.

**GL 399 Special Studies**

Credits to be arranged

**GL 401/501 Research**

Credits to be arranged

**GL 403/503 Thesis**

Credits to be arranged

**GL 405/505 Reading and Conference**

Credits to be arranged

**GL 406 Community-Based Work Experience**

1 to 4 credits

A practicum work experience in local businesses, schools, or other agencies where German is required. The work experience is carried out in German and overseen by a faculty member. The work experience includes work objectives, journals, reports, and an employer evaluation.

**GL 407/507 Seminar**

Credits to be arranged

**GL 408/508 International Internship**

Credits to be arranged

Offers summer work opportunities at German and Swiss businesses to qualified students. Provides practical experience in a German language environment. Prerequisites: GL 301, 302, 303, and instructor consent.

**GL 409 Practicum**

Credits to be arranged

**GL 413 Major Figures in German Literature**

4 credits

Introduces significant forms, trends, and major figures, with an emphasis on twentieth-century writers. Taught in German. May be repeated for credit when content changes. Prerequisites: GL 301, 302, and 303.

**GL 415 Topics in German Film**

4 credits

Focuses on the political, historical, and cultural developments of the twentieth century as seen through films. Taught in German. May be repeated for credit when topic changes. Prerequisites: GL 301, 302, and 303.

**GL 440 Germany 1845–1945: Germany's Search for Unity**

4 credits

Examines the sociohistorical, political, economic, and artistic development of Germany in its search for nationhood. Taught in German. Prerequisites: GL 301, 302, and 303.

**GL 441 Germany 1945–1990: From Division to Unity**

4 credits

Explores the sociohistorical, political, economic, and artistic development of postwar Germany in its search for self-determination and unity. Taught in German. Prerequisites: GL 301, GL 302, and GL 303.

**GL 490 Research and Writing Capstone**

2 to 4 credits

Senior capstone. Designed to be the culminating project of the major for both options A and B. Students create a research project in consultation with a faculty member. The capstone project reflects the student's personal interests and career goals and may be linked to a work internship with advisor approval. The project results in an analytical research paper and bibliography written in German. Capstones may be in the areas of language, literature, or culture. Students deliver an oral presentation of the project in German to foreign languages and literatures faculty. Prerequisites: Senior standing in the major, GL 301, 302, and 303.

**Japanese Courses****LOWER DIVISION COURSES****Jpn 101, 102, 103 Beginning Japanese Language and Culture I, II, III**

4 credits each

Enables students to reach at least novice mid proficiency and introduces them to the cultural differences of Japanese speakers. Materials include texts, audiotapes, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of Japanese. Requires some work with Japanese characters.

**Jpn 106, 107, 108 Beginning Japanese Conversation**

1 credit each

Involves oral practice and conversation for students in Beginning Japanese. Graded P/NP only. Closed to native and advanced speakers of Japanese. Corequisite: Beginning Japanese Language and Culture.

**Jpn 199 Special Studies**

1 to 4 credits

**Jpn 201, 202, 203 Intermediate Japanese Language and Culture I, II, III**

4 credits each

Enables students to reach at least intermediate low language proficiency; to compare cultural ideas; and to analyze issues, problems, and practices of the native and target language groups. Students are required to communicate in Japanese on topics ranging from everyday life, family, and work to political, economic, and social questions affecting culture. Materials include literary and cultural texts, audiotapes, videotapes, films, art, and performances. Continues work with Japanese characters. Closed to native speakers of Japanese. Prerequisites: Jpn 101, 102, and 103.

**Jpn 206, 207, 208 Intermediate Japanese Conversation**

1 credit each

Involves oral practice and conversation for students in Intermediate Japanese. Graded P/NP only. Closed to native or advanced speakers of Japanese. Corequisite: Intermediate Japanese Language and Culture.

**Jpn 209 Practicum**

1 to 4 credits

**UPPER DIVISION COURSES****Jpn 409 Practicum**

1 to 4 credits

**Spanish Courses****LOWER DIVISION COURSES****Span 101, 102, 103 Beginning Spanish Language and Culture I, II, III**

4 credits each

Enables students to reach at least novice high proficiency and introduces them to the cultural differences of Spanish speakers. Materials include texts, CDs, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of Spanish. Prerequisite for Span 101: SOU Spanish Placement Level 1. Prerequisite for Span 102: SOU Spanish Placement Level 2 or Span 101. Prerequisite for Span 103: SOU Spanish Placement Level 3 or Span 102.

**Span 111, 112 Beginning Spanish Review**

4 credits each

Serves as a review of first-year Spanish for students who have studied the language for two or more years in high school but who are not, based on the results of the Foreign Language Placement Test, prepared for Intermediate Spanish. Coursework includes activities for oral and written communication and comprehension, as well as cultural readings and understanding. Closed to students with prior college credit in Spanish. Prerequisite: Appropriate placement score or foreign languages and literatures faculty recommendation. Prerequisite for Span 111: SOU Spanish Placement Level 2 or Span 101. Prerequisite for Span 112: Span 111.

**Span 199 Special Studies**

Credits to be arranged

**Span 201, 202, 203 Intermediate Spanish Language and Culture I, II, III**

4 credits each

Enables students to reach intermediate mid language proficiency; to compare cultural ideas; and to analyze issues, problems, and practices of the native and target language groups. Students are required to communicate in Spanish on topics ranging from everyday life, family, and work to political, economic, and social questions affecting culture. Materials include literary and cultural texts, audiotapes, videotapes, films, art, and performances. Closed to native speakers of Spanish. Prerequisite for Span 201: SOU Spanish Placement Level 4, Span 103, or Span 112. Prerequisite for Span 202: SOU Spanish Placement Level 5 or Span 201. Prerequisite for Span 203: SOU Spanish Placement Level 6 or Span 202. Approved for General Education (Explorations).

**Span 209 Practicum**

Credits to be arranged

**UPPER DIVISION COURSES****Span 301 Introduction to Reading Hispanic Literature**

4 credits

Introduction to reading and analysis of literary texts written in Spanish. Emphasizes developing reading skills, with continued attention to speaking, writing, comprehension, and cultural content. Secondary emphasis is on literary forms (novel, short story, poem, play). Designed for intermediate low to mid speakers. Provides transitional reading experience prior to entering study abroad programs or upper division literature courses. Closed to students who have completed Span 322 or 323. Concurrent enrollment in Span 203 is recommended. Prerequisites: Span 201 and 202.

**Span 310, 311, 312 Hispanic Culture, Composition, and Conversation**

4 credits each

Designed to promote an understanding of Spanish-speaking cultures and societies, with emphasis on the development of oral and written expression. Cultural topics may include historical influences on contemporary culture; art and media; and societal, religious, and political institutions. Topics may serve as the basis for in-class discussion and written assignments. Course may also include discussion groups outside of class. Students practice the fundamentals of composition by writing in a variety of formats, including descriptions, summaries, expository writing, narration, and research papers. Students are expected to enter Span 310 at or above the intermediate mid level of proficiency (as defined by ACTFL Guidelines) in receptive and productive skills. They should exit the 312 course at or above the intermediate high level. Taught in Spanish. Must be taken in sequence. Span 301 (Introduction to Reading Hispanic Literature) is strongly recommended prior to enrollment in Span 310. Prerequisite for Span 310: SOU Spanish Placement Level 7 or Span 203. Prerequisite for Span 311: Span 310. Prerequisite for Span 312: Span 311.

**Span 315 Spanish Grammar Review**

4 credits

Offers intermediate-level students an overview of Spanish grammar, with an emphasis on common problem areas for English speakers. Includes theoretical explanations and extensive practice. Prepares students for the advanced work expected in upper division courses in Spanish language and literature. Concurrent enrollment in Spanish 310 recommended. Prerequisite: SOU Spanish Placement Level 7 or Span 203.

**Span 320 Topics in Hispanic Film**

4 credits

Examines selected topics in Hispanic cinema, focusing on insights into cultures, history, and film production and practices in Hispanic countries, with additional emphases on film theory, form in film, and the major Hispanic film industries (Spain, Mexico, Argentina, and Cuba). Courses may focus on topics such as masterpieces of film, great directors, women in cinema, cultural identity, post-structuralism, or postcolonialism. Papers, presentations, and discussion in Spanish. May be repeated for credit when topic changes. (Cross-listed with Flm 320.)

**Span 322 Nineteenth-Century Hispanic Literature**

4 credits

Surveys major writers and trends in the nineteenth-century literature of Spain and Spanish America. Emphasizes romanticism, costumbrismo, realism, and naturalism. Prerequisite: SOU Spanish Placement Level 7 or Span 301.

**Span 323 Twentieth-Century Hispanic Literature**

4 credits

Surveys major writers and trends in the twentieth-century literature of Spain and Spanish America. Emphasizes the Generation of 1898, modernism, surrealism, and postmodernism. Prerequisite: SOU Spanish Placement Level 7 or Span 301.

**Span 399 Special Studies**

Credits to be arranged

**Span 405/505 Reading and Conference**

Credits to be arranged

**Span 406 Community-Based Work Experience**

1 to 4 credits

A practicum work experience in local or foreign businesses, schools, or other agencies where Spanish is required. Carried out in Spanish and overseen by a faculty member, the work experience includes work objectives, journals, reports, and an employer evaluation.

**Span 407/507 Seminar**

Credits to be arranged

**Span 408 International Internship**

6 to 15 credits

Work internship in a Spanish-speaking country. Students work at schools, businesses, social services, or other institutions. Students file a statement of work and learning objectives with their academic supervisor, write reports, and secure written evaluations from their work supervisor. Prerequisites: Demonstrated advanced language proficiency, Span 310, 311, and 312.

**Span 409/509 Practicum**

Credits to be arranged

**Span 412 Advanced Composition, Conversation, and Culture**

4 credits

Designed for heritage speakers of Spanish or advanced students with substantial experience abroad. Students examine the diversity of Hispanic cultures while improving their written and oral proficiency in the language. Cultural topics serve as the basis for in-class discussion and written assignments. Taught in Spanish.

**Span 421/521 Selected Genre or Period Studies**

4 credits

Selected topics addressing theoretical, literary, and aesthetic issues of a designated genre or period of Spanish or Hispano-American literature. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 322 and 323.

**Span 422/522 Major Literary Figures**

4 credits for each topic (all credits for a topic must be from a single course)

Involves reading and analysis of outstanding works by an author or group of authors from Spain or Hispano-America. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 322 and 323.

**Span 425/525 Topics in Contemporary Hispanic Literature and Society**

4 credits for each topic (all credits for a topic must be from a single course)

Explores selected topics addressing the nature and complexity of thought, aesthetics, and social reality in a period of twentieth-century Spanish or Hispano-American history, as exemplified by a particular group of literary and nonliterary texts. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 322 and 323.

**Span 431 Spanish Phonetics/Phonology**

4 credits

Offers a thorough study of the fundamentals of Spanish pronunciation and phonetics. Focuses on phonology and corrective phonetics to improve individual pronunciation. Conducted in Spanish. Prerequisite: Span 312.

**Span 441/541 Topics in Hispanic Culture**

4 credits for each topic (all credits for a topic must be from a single course)

Explores selected topics addressing basic cultural differences in the Hispanic world. Examines cultural constructs as they relate to institutions, artistic forms, customs, and beliefs. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 311 and 312.

**Span 481/581 Topics in Theoretical and Applied Spanish Linguistics**

4 credits for each topic (all credits for a topic must be from a single course)

Explores selected topics in the four dimensions of language: phonology, morphology, syntax, and semantics. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 311 and 312.

**Span 482/582 Topics in Writing and Translation**

4 credits for each topic (all credits for a topic must be from a single course)

Explores selected topics in the practical applications of linguistic principles through writing and translation. Repeat credit is allowed for varying topics. Prerequisites: Span 311 and 312.

**Span 490 Capstone**

4 credits

Senior capstone. Students design an independent research project in consultation with a faculty member. The capstone reflects the students' personal interests and career goals and may be linked to a work internship with advisor approval. The project results in an analytical research paper and bibliography written in Spanish. Capstones may be in the areas of language, linguistics, or culture. Students deliver an oral presentation of the project in Spanish to foreign languages and literatures faculty. Prerequisites: Senior standing in the major, Span 312, Span 322 or 323, and Span 481 or 482.

**Span 498 Capstone: Research and Writing Seminar**

4 credits

Designed to be the culminating project of the major for both Options A and B and is normally taken the term before graduation. Emphasizes three processes: 1) creating a capstone essay by polishing and expanding the analytical content of a term paper from a 400-level Spanish course; 2) expanding the scholarly investigation and creating an annotated bibliography; and 3) presenting orally the final research to university faculty. All work in Spanish. Prerequisites: Senior standing and successful completion of at least two 400-level Spanish courses. Prerequisites: Senior standing in the major and successful completion of at least two 400-level Spanish courses.

**GRADUATE COURSES****Span 501 Research**

Credits to be arranged

**Span 503 Thesis**

Credits to be arranged

**Geography**

Taylor 121

541-552-6277

Susan P. Reynolds, Chair

Professors: Susan P. Reynolds,

John B. Richards

Associate Professor: Gregory V. Jones

Assistant Professor: Patricia J. Acklin

Adjunct Faculty: Gwen G. Scott

Emeritus Faculty: Claude W. Curran,

John W. Mairs

Studying geography fosters an understanding of the relationship between human activities and the physical environment on global, regional, and local scales.

Geography draws on natural and social science concepts, acting as a bridge between the sciences. Fundamental geographic methodology asks: What is it? Where is it? Why is it there?

The geography major explores subjects as varied as mid-latitude weather phenomena, the mosaic of human settlement in Asia, regional voting patterns in the United States, and the depletion of natural resources in developing countries.

The specific goals of the geography program are to:

1. prepare students in geographic methodology by encouraging thinking in a spatial context and asking students to observe, develop hypotheses, analyze, and explain physical and cultural landscapes at various scales;
2. develop the geographer's fundamental skills in map and aerial image interpretation, field research, and quantitative analysis;
3. enable students to analyze and explain geographic distributions, geographic interactions, and the nature of place;
4. improve the student's ability to rigorously synthesize data from diverse sources to better understand the physical and cultural environments in which people live;
5. prepare students in the application of geographic knowledge and skills through experiences with local and regional public resource agencies and private enterprises; and
6. encourage pursuit of global geographic knowledge and evaluation of worldwide environmental, economic, cultural, and social issues.

Students entering the geography major should complete University requirements in writing, communication, and mathematics, as well as most General Education requirements before the junior year. They should take Geog 300 at or before the beginning of their junior year. Elective courses in areas such as computer science, communication, writing, statistics, biology, geology, anthropology, sociology, and politics and government are strongly encouraged. Students should consult a departmental advisor for information about appropriate courses for their particular interests and career goals.

Among the strengths of the geography program are the capstone and internship experiences required of seniors. Seniors apply acquired knowledge and skills in an intensive capstone field study course (Geog 494) and an internship program (Geog 496) that places students for a term in a supervised career situation with a public agency, nongovernmental organization, or private firm in the region.

Geography graduates find careers in areas such as regional and local planning, resource management, teaching, diplomatic service, cartography, tourism, real estate appraisal, and business and industrial site location. In some cases, graduates go on to pursue advanced degrees in master's and doctoral programs at other institutions.

**Degrees**

BA or BS in Geography



**Minors****Geography****Land Use Planning****Accelerated Baccalaureate Degree Program**

Geography majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 155.

**Requirements for the Major**

1. Fulfill the baccalaureate degree requirements as stated beginning on page 19.
2. Literacy requirements. Geography majors should complete the General Education Explorations sequences and have adequate computer skills before enrolling in Geog 300 and 340. Specific requirements are:
  - a. University Colloquium (Core 101, 102, 103) or Wr 121, 122, and 227, plus Comm 125, 210, 225, or 310.
  - b. Elementary Statistics (Mth 243).
  - c. Training in computer operating systems, spreadsheets, word processing, database management, and Internet navigation (see advisor).
3. A minimum of 55 credits must be taken in geography, 39 of which must be upper division and 16 of which must be lower division. Students should consult their advisor for assistance in selecting courses appropriate for their interests and career goals.
4. Lower division requirements:  
(16 credits)  
Introduction to Human Geography (Geog 107)..... 4  
Physical Environment I or II (ES 111 or 112) .. 4  
Maps: Analysis and Interpretation (Geog 280) ..... 4  
Lower division elective (Geog 101, 103, 108, 206, or 209; ES 111, 112)..... 4
5. Upper division requirements:  
(39 credits)  
Geographic Research Methods (Geog 300) ... 4  
Cartography (Geog 340) ..... 5  
Regional Geography. Choose one course from: Geog 326, 329, 330, 333, 336, or 339 .. 4  
Systematic Geography. Choose at least 12 credits from: Geog 411, 416, 417, 437, 439, 481, 482, 487, and 489 ..... 12  
Geographic Internship (Geog 496)..... 4  
Geog 350, 360, 386, 407, 409, 440, or another course from the Systematic Geography list.. 4
6. Complete capstone requirements:  
Senior Capstone I (Geog 492)..... 1  
Senior Capstone II (Geog 493) ..... 1  
Senior Capstone III: Field Geography (Geog 494)..... 4
7. Courses required for the geography degree must be taken for a letter grade (A–F). Courses taken P/NP may not be used to satisfy geography degree requirements. Exceptions are Geog 492 and 496. The minimum GPA for all courses applied toward the geography degree is 2.5.

**Geography Minor**

(24 credits)

Physical Environment I or II (ES 111 or 112) ..... 4  
Introduction to Human Geography (Geog 107) .... 4  
Maps: Analysis and Interpretation (Geog 280) ..... 4  
Select 12 credits of upper division geography courses with the approval of the departmental advisor.

**Land Use Planning Minor**

(25–26 credits)

Intended for geography students and students from other disciplines interested in land use planning careers.

Physical Environment I or II (ES 111 or 112) ..... 4  
Introduction to Geography, Human Geography, or Global Lands and Livelihoods (Geog 101, 107, or 108)..... 4  
Cartography (Geog 340)..... 5  
Urban Environments (Geog 350) ..... 4  
Land Use Planning (Geog 439)..... 4

(4–5 credits)

Select one upper division elective from the following:  
Cultural Geography (Geog 411) ..... 4  
Advanced Economic Geography (Geog 416) ..... 4  
Geography of Tourism (Geog 417) ..... 4  
Planning Issues (Geog 440)..... 4  
Geomorphology (Geog 481) ..... 4  
Climatology (Geog 482) ..... 4  
Geographic Information Systems (Geog 489) ..... 5

**Teacher Licensing**

Students who would like to teach geography (part of the social studies endorsement) at the middle school or high school level in Oregon public schools must complete a bachelor's degree in geography before applying to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

**Geography Courses****LOWER DIVISION COURSES****Geog 101 Introduction to Geography: The Rogue Valley**  
4 credits

Introduces the skills and methods used in observing and interpreting geographical environments. Employs fieldwork, aerial photographs, maps, and basic data to examine the physical and cultural elements of the Rogue Valley from 1852 to the present. Approved for General Education (Explorations).

**Geog 103 Survey of World Regions**  
4 credits

Offers a description, analysis, and interpretation of major geographic regions based on physical and cultural attributes. Examines the

importance of regions within the international framework, the human impact on landscapes, global cultural diversity, and geographic differentiations based on levels of development.

**Geog 107 Introduction to Human Geography**  
4 credits

Surveys global human diversity using geographic perspectives. Emphasizes basic human geography concepts and skills. Examines regional variation based on language, religion, and other cultural traits; political conflicts; and development of cultural landscapes. Approved for General Education (Explorations).

**Geog 108 Global Land and Livelihoods**  
4 credits

Provides a systematic geographic survey of human economic systems, regions, and activities. Provides a basis for a systematic understanding of resources as environmental and cultural elements. Introduces the tools for analysis of extraction, manufacturing, and service industries. Explores the basic nature and cultural relativity of legal and market economic control functions in regulated market economies. Models spatial interaction and provides fundamental insights into the growth and economic functions of cities. Approved for General Education (Explorations).

**Geog 199 Special Studies**

Credits to be arranged

**Geog 209 Introduction to Meteorology**  
4 credits

Offers an introductory study of meteorology, providing a qualitative and quantitative examination of the global energy budget, weather elements, instrumentation, fronts, air masses, cyclones and anticyclones, severe weather, pollution, ozone layer depletion, acid rain, and global warming. Students gain an understanding of weather analysis and forecasting using current computer technology. Prerequisites: ES 111 and computer skills.

**Geog 280 Maps: Analysis and Interpretation**  
4 credits

Applies techniques in reading, interpreting, and analyzing maps and map data commonly used in geographic study. Emphasizes the understanding and development of skills used in scale computation, coordinate systems, simple field mapping, contour reading, map projections and datums, and interpretation of physical and cultural phenomena on maps. Also examines the nature of computer-based maps and provides familiarity with sources of maps and map-related information. Participants design a simple map.

**UPPER DIVISION COURSES****Geog 300 Geographic Research Methods**  
4 credits

Required for majors. Prepares students for upper division courses, the capstone, and employment by developing skills in research, writing, and oral presentations. Covers field observation, library and Internet research, interviews and surveys, off-campus data sources, and research design. Prerequisites: Completion of an Explorations sequence in Arts and Letters (or former Goals 1, 2, and 3), Geog 107, ES 111 or 112, and computer skills.

**Geog 326 Geography of Europe**

4 credits

Description and analysis of the physical and cultural landscapes of Europe. Emphasizes the development of regional diversity in populations, cultural characteristics, settlement, and economy, and the impacts of the emerging European Union. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 329 Geography of the United States and Canada**

4 credits

Extends knowledge of the major geographic regions of the U.S. and Canada. Students gain geographic perspectives by integrating study of the physical setting, cultural characteristics, and economic activities of several regions. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 330 Geography of Latin America**

4 credits

Examines the physical, social, and environmental characteristics of Middle America, the Caribbean, and South America, with special emphasis on natural resources, environmental impacts, cultural diversity, economic development, regional conflict, and the emerging nations of Latin America. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 333 Geography of Australia and New Zealand**

4 credits

Description and analysis of the major geographic regions of both Australia and New Zealand. Explores the physical environment, natural resources, economic development, and environmental impacts of human activities. Examines cultural landscapes of indigenous and contemporary peoples. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 336 Geography of Asia**

4 credits

Studies the environmental variations, cultural diversity, and emerging economic power of Asia. Emphasizes the peoples and regions of East and Southeast Asia, with particular attention to their importance in global economic and political patterns. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 339 Geography of the Former USSR**

4 credits

Explores the diverse landscapes, peoples, geographic problems, regions, and regional trends in the territories once controlled by the USSR. Introduces physical environment, natural resources, economic and ethnic patterns, political units, and problems of size and diversity. Considers emerging states as distinct regions. Includes geographic interpretations of current events. Prerequisite: Completion of Explorations sequences in Science and Social Science (geography sequences preferred).

**Geog 340 Cartography**

5 credits

Examines the principles and techniques used in the design and compilation of maps and related graphical products. Activities include the completion of computer-based cartography projects, the preparation of thematic maps, data analyses, chart production, the incorporation of Global Positioning System (GPS) data, and the examination of computer maps and databases as Geographic Information Systems (GIS). Objectives are to increase skills in cartographic communication and geographic data presentation and to produce map products in suitable formats for technical reports and other publications. Prerequisites: Geog 280 and computer skills.

**Geog 350 Urban Environments**

4 credits

Examines the city as a social and physical environment using multidisciplinary perspectives. Focuses on contemporary U.S. cities and selected global and historical examples of urban places. Explores the process of urbanization; the historical development of cities in several world regions (including nonwestern contexts); the changing patterns of social classes, ethnic groups, and gender balance within cities; and the impact of urban development on the physical environment. Students work in interdisciplinary groups to investigate a significant urban issue. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Geog 360 Population, Development, and the Environment**

4 credits

Examines contemporary global issues and investigates the roles played by cultural values, technologies, infrastructure, and sociopolitical organizations as intermediaries between human population growth, poverty, and environmental degradation. Provides the conceptual tools to formulate questions about how human societies choose to invest wealth in population growth, consumption, economic growth, or environmental preservation. Term projects require students to identify a significant and specific case relating population growth to economic development and environmental degradation and to recommend action goals. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Geog 386 Quantitative Methods in Geography**

4 credits

Applies statistical principles and techniques to geographical data. Draws examples from temporal and spatial relationships in physical and cultural geography. Formulates questions appropriate to statistical analysis, statistical problem solving, data collection, and documentation. Covers computer-based analysis techniques. Prerequisite: Mth 243.

**Geog 399 Special Studies**

Credits to be arranged

**Geog 401/501 Research**

Credits to be arranged

**Geog 403/503 Thesis**

Credits to be arranged

**Geog 405/505 Reading and Conference**

Credits to be arranged

**Geog 407/507 Seminar**

Credits to be arranged

**Geog 408/508 Workshop**

Credits to be arranged

**Geog 409/509 Practicum**

Credits to be arranged (maximum 15 undergraduate credits). Graded on a P/NP basis.

**Geog 411/511 Cultural Geography**

4 credits

Investigates the cultural landscape as a text that reveals the processes of cultural change. Explores the interaction of culture groups with their social and physical environments. Applies geographical concepts and methods to the interpretation of local landscapes. Prerequisites: Geog 107 and upper division or graduate standing.

**Geog 416/516 Advanced Economic Geography**

4 credits

Provides a systematic theoretical review of spatial forces affecting regional development and industrial location. Examines traditional and contemporary models to explain economic landscapes, regionalization processes, and tools for planning and policy analysis. Applies analytical methods to the valuation of environmental amenities and the interpretation of observed spatial patterns of production, distribution, and consumption of goods and services. Geog 108 or 360 recommended. Prerequisite: Upper division or graduate standing.

**Geog 417/517 Geography of Tourism**

4 credits

Explores the evolution of tourism as a geographical process and examines its physical, social, cultural, and economic impacts. Investigates global, regional, and local tourist flows, with special attention to southern Oregon. Prerequisites: Upper division or graduate standing and two courses from Geog 107, 108 and ES 111, 112.

**Geog 437/537 Conservation in the United States**

4 credits

Explores the evolution of Western environmental perceptions from classical times to present. Emphasizes environmental movements in the U.S., the forces behind environmental crisis, and the responses of society and its institutions. Prerequisites: ES 111, 112, or 210; upper division or graduate standing. (Cross-listed with SSC 437/537.)

**Geog 439/539 Land Use Planning**

4 credits

Applies land use planning history and legal foundations as the framework for exploring problems in land use planning, development, and public policy formulation. Pays particular attention to Oregon's land use planning legislation and its regional implementations. Geog 350 recommended. Prerequisites: Geog 107, 108, or ES 210; upper division or graduate standing. (Cross-listed with SSc 439/539.)

**Geog 440 Planning Issues**

4 credits

Provides opportunities for in-depth exploration of contemporary land use planning issues. Students gain insight into the planning philosophies underlying the issues and the technical aspects of planning through participation in community planning efforts such as mapping, surveys, and inventories in the Rogue Valley. Prerequisite: Geog 350 or 439.

**Geog 480/580 Geography for Teachers**

4 credits

Encourages the comprehension and application of key ideas in geography and the geographical mode of inquiry to elementary and secondary school curricula. Emphasizes methods of organizing materials and the formulation of instructional strategies. Prerequisite: Upper division or graduate standing.

**Geog 481/581 Geomorphology**

4 credits

Provides a systematic and quantitative study of terrestrial processes, with an emphasis on the evolution and interpretation of landforms. Topics include the history of geomorphology and an assessment of the processes associated with mass wasting, rivers, glaciers, deserts, and shorelines. Students should be familiar with basic logarithms, trigonometry, and topographic map reading skills. Prerequisites: G 102 or ES 111, 112; completion of the General Education (Quantitative Reasoning) requirement; and upper division or graduate standing. (Cross-listed with G 481/581.)

**Geog 482/582 Climatology**

4 credits

Investigates the physical mechanisms that control the spatial aspects of global and regional climates. Develops a qualitative and quantitative knowledge of the Earth's atmosphere system through an understanding of spatial variations in heat, moisture, and the motion of the atmosphere. Applies these concepts to a wide range of issues in climate, human activities, and the environment. Discusses human consequences, including natural vegetation assemblages, agriculture and fisheries, health and comfort, building and landscape design, industrial influences, and issues of climate change. Prerequisites: ES 111 or Geog 209; completion of the General Education (Quantitative Reasoning) requirement; and upper division or graduate standing.

**Geog 487/587 Remote Sensing**

4 credits

Offers a broad examination of information gathering. Uses various types of geographic imag-

ery, including both traditional panchromatic aerial photographs and satellite digital imagery. Projects and assignments develop skills in stereo viewing, basic photogrammetry, identification and interpretation of physical and cultural features on false color imagery, pattern and signature recognition, computer analysis, and classification of satellite digital data. Prerequisites: Geog 280 and upper division or graduate standing.

**Geog 489/589 Geographic Information Systems**

5 credits

Explores uses of computer-based Geographic Information Systems (GIS) for analyzing geographic features and feature-related data. Desktop GIS is employed for data storage, geographic data analysis, and map design. Covers applications in forestry, planning, resource management, demography, and remote sensing. Computer skills required. Prerequisites: Geog 280, 340; computer skills; and upper division or graduate standing.

**Geog 492 Senior Capstone I**

1 credit

Introduces the capstone experience for geography majors. Demonstrates students' competence in the application of geographic information, theory, and methodology through the evaluation of a selected study area. Includes a weekend field camp, to be held the first weekend in October. Course to be taken in sequence with Geog 493 and 494. Prerequisites: Geog 340 and senior standing in the major.

**Geog 493 Senior Capstone II**

1 credit

Applies specific research, writing, and presentation skills to the evolving capstone experience. Students write a research proposal and develop skills related to effective presentations, including field-based and technology-based forms. Prerequisite: Geog 492.

**Geog 494/594 Senior Capstone III: Field Geography**

4 credits

Applies geographic survey methods and techniques to the evaluation of selected study areas. Students complete capstone projects, including cartographic, written, and oral presentations of findings. Weekend field camp required. Typically taken during spring term of the senior year. Students who are not senior geography majors must obtain instructor consent. Prerequisites: Geog 492 and 493.

**Geog 496/596 Geographic Internship**

4 to 6 credits

Provides on-site experience at an educational, governmental, nongovernmental, or industrial organization for a minimum of ten hours a week. Students apply geographic methods and techniques to problems such as land use planning, resource management, cartography, business, and industry. Note: The primary internship is 4 credits; students may enroll for an additional 2 credits if desired. Prerequisite: Completion of 24 credits of upper division geography.

**Geology**

Science 064

541-552-6479

Charles Lane, Chair

Professors: Jad A. D'Allura, Joseph L. Graf,

Charles Lane

Associate Professor: Eric Dittmer

Assistant Professor: William S. Elliott Jr.

Adjunct Faculty: T. S. Ghaly, Rich Ugland

Geology is the study of the Earth, its history, and its processes. Majors develop a broad geological background that prepares them to enter graduate school or the job market as professional geologists. Courses are largely field-oriented, with strong emphasis on water resources.

**Degrees**

BA or BS in Geology

Minor

Geology

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete the geology core curriculum.
3. Complete a minimum of 71 credits in geology.
4. Complete the approved summer field camp, which serves as the capstone project.
5. Maintain a 2.5 GPA for all geology courses taken at SOU.
6. No courses required for the geology major may be taken P/NP.

**Capstone**

Geology majors must complete the geology summer field experience (G 406), in which they demonstrate the full range of undergraduate knowledge and skills.

**Core Curriculum**

(71 credits)

Physical Geology I, II (G 101, 102 or ES 111, 112) ..	8
Historical Geology (G 103) .....	4
Advanced General Geology (G 310) .....	2
Mineralogy (G 312) .....	4
Lithology (G 313) .....	4
Hydrogeology (G 314, 315, 316) .....	9
Structural Geology I, II (G 321, 322) .....	6
Sedimentology (G 341) .....	3
Stratigraphy (G 342) .....	3
Field Geology (G 406) .....	9
Optical/Igneous and Metamorphic Petrology (G 426, 427) .....	8
Sedimentary Petrology and Petrography (G 428) ..	4
Low Temperature Geochemistry (G 430) .....	3
Geologic Field Methods (G 480) .....	4
(39–59 credits)	

Other requirements include:

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Mathematics: Mth 111, 112, 251, 252 .....	16
In addition, choose one of the following:	
Mth 243, Mth 253, G 489, or Ph 351 .....	4
General Physics (Ph 201, 202, 203) .....	
or (Ph 221, 222, 223) .....	9 or 12
General Physics Lab (Ph 224, 225, 226) .....	3



## Minor

(28–29 credits)

Physical Geology I, II (G 101, 102 or ES 111, 112) ..8  
 Historical Geology (G 103) .....4  
 Mineralogy and Lithology sequence  
 (G 310, 312, 313; G 312 requires Ch 202  
 or concurrent enrollment).....10

Choose two additional upper division geology courses, only one of which may be a Synthesis course.

## Geology Courses

### LOWER DIVISION COURSES

#### G 101 Physical Geology I

4 credits

Examines igneous rocks, volcanoes, rivers and streams, mass wasting, internal structure of the Earth, groundwater, glacial geomorphology, and deserts. Familiarizes students with various aspects of Earth's physical environment. Laboratory sessions permit students to identify rock and mineral specimens, interpret topographic maps and aerial photographs, and study Earth surface processes through experimentation. Field trip is required. One 3-hour laboratory. Approved for General Education (Explorations).

#### G 102 Physical Geology II

4 credits

Covers sedimentary and metamorphic rocks, shoreline processes, geologic time, energy and mineral resources, earthquakes, crustal deformation, and plate tectonics. Familiarizes students with various aspects of Earth's physical environment. Offers a description, analysis, and interpretation of geologic structures and Earth surface processes from topographic maps, aerial photographs, and experimentation. One 3-hour laboratory. Prerequisite: G 101. Approved for General Education (Explorations).

#### G 103 Historical Geology

4 credits

Provides a systematic survey of Earth's history from the perspective of plate tectonics, biological evolution, and Earth surface processes. Topics include absolute and relative age dating, chemical development of Earth's atmosphere and oceans, supercontinents and mountain building, and the origins of life. Employs topographic and geologic maps, aerial photographs, fossils, and sedimentary rocks to examine the tectonic expansion of North America. One 3-hour laboratory. Prerequisite: G 101 or ES 112.

#### G 199 Special Studies

Credits to be arranged

#### G 209 Practicum

Credits to be arranged

#### G 215 Field Trip in Geology

3 credits

Involves a classroom and field-based study of a classic geologic locality, such as the Grand Canyon or Death Valley. Coursework offered during the winter term prepares students for the eight- or nine-day field trip during spring break. Students keep a journal during the field trip. A prior course in geology is recommended.

### UPPER DIVISION COURSES

#### G 310 Advanced General Geology

2 credits

Prepares students for upper division coursework in geology. Topical lectures and exercises explore selected topics from introductory courses in greater depth. Lectures and assignments develop research and scientific writing skills. Guest speakers provide perspectives on academic and professional development and careers in the geosciences. One lecture and one 3-hour laboratory. Field trips required. Prerequisite: G 102.

#### G 312 Mineralogy

4 credits

Examines the theories, principles, and techniques of crystallography, chemical and physical properties of minerals, determinative mineralogy, and hand specimen identification. Two lectures and two 3-hour laboratories. Prerequisites: Mth 111, G 103, G 310, and Ch 201.

#### G 313 Lithology

4 credits

Covers classification schemes for igneous, metamorphic, and sedimentary rocks and introduces rock textures that permit interpretation of structural and/or thermodynamic controls on their formation. Textures and compositions of igneous, metamorphic, and sedimentary rocks are synthesized into a plate tectonic framework. Two lectures and two 3-hour laboratories. Prerequisite: G 312.

#### G 314 Hydrogeology I

3 credits

Introduces hydrologic science, including the hydrologic cycle, the drainage basin concept, storage and residence time, precipitation, evapotranspiration, stream hydrology, and water resource management. Two lectures and one 3-hour laboratory. Prerequisites: G 103, Mth 112, and G 312 (G 312 may be taken concurrently).

#### G 315 Hydrogeology II

3 credits

Introduces the geology of groundwater, including the hydraulic characteristics of rocks and aquifers, porosity and permeability, aquifer boundary conditions, and the influence of environment on groundwater. Two lectures and one 3-hour laboratory. Prerequisite: G 314. Corequisite: Mth 251.

#### G 316 Hydrogeology III

3 credits

Continues the study of the geology of groundwater, including steady and non-steady state conditions, field determination of transmissibility and storage, groundwater mapping and database management, project management, and contaminant hydrology. Two lectures and one 3-hour laboratory. Prerequisite: G 315.

#### G 321 Structural Geology: Brittle Deformation

3 credits

Considers the behavior of Earth materials under stress, which leads to brittle failure. Examines the properties of rock materials under stress and brittle failure features, including faults and

joints. Laboratory exercises address the analysis of geologic maps, construction of cross sections, three-point problems, fault displacement (including net slip), and other structural features associated with brittle failure. Two lectures and one 3-hour laboratory. Field trips required. Mth 251 and Ph 201 or 221 recommended. Prerequisite: G 313.

#### G 322 Structural Geology: Plastic Deformation and Tectonics

3 credits

Considers the behavior of Earth materials under stress, which leads to plastic deformation and tectonic development of Earth structures. Examines deformation leading to folding, development of plastic and brittle microfabrics in rocks, and tectonic features on the Earth's surface. Laboratory exercises include analysis of geologic maps, construction of cross sections, balanced cross sections, classification of folded rocks, behavior of rocks under different strain conditions, and development of tectonic features with an emphasis on large-scale plate tectonic features. Two lectures and one 3-hour laboratory. Field trip required. Prerequisite: G 321.

#### G 326 Global Positioning System (GPS)

3 credits

Explores the theory and practice of field location and navigation using maps, GPS receivers, and software. A field project is an integral part of the course. Two lectures and one 3-hour laboratory. Prerequisite: One year of physical science, biological science, physical geography, or anthropology.

#### G 330 Metals and Civilization

3 credits

Examines the influence of minerals, metals, energy, and natural resources, including their role in invention and innovation on the development of civilization. This interdisciplinary course addresses geology, history, archaeology, invention, and adaptation to resources in the world around us. Three 1-hour lectures. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### G 341 Sedimentology

3 credits

Examines the physical properties, formation, and distribution of sedimentary rocks. Topics include flow dynamics and regimes, sediment texture and entrainment, provenance, sedimentary structures, and diagenesis. Two lectures and one 3-hour laboratory. Field trips required. Prerequisite: G 313.

#### G 342 Stratigraphy

3 credits

Explores the methods used by the geologist to recognize paleoenvironments of deposition. Arranged around a systematic discussion of the major depositional modes and all physical, chemical, and biological characteristics indicative of that environment. Topics include geologic time, depositional environments, correlation, magnetostratigraphy, and biostratigraphy. Two lectures and one 3-hour laboratory. Field trips required. Prerequisites: G 313 and 341.

**G 353 Oceanography**

3 credits

Beginning course designed to give an overview of the interrelationships between the geological, physical, chemical, and biological systems in the world's oceans. Visually illustrates the material and highlights contemporary topics using a descriptive approach. Three lectures. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Sc 353.)

**G 360 Environmental Geology**

4 credits

Explores and synthesizes the interrelationships between biological, chemical, physical, and sociological environments as viewed from the physical aspects of Earth systems. The fundamental concept involves an understanding of the physical environment, the natural controls placed on it, and its influence on biologic systems, including humans. A companion concept involves the effect of human interactions on the physical environment and subsequent repercussions. Prerequisites: G 101 or ES 112; completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**G 399 Special Studies**

Credits to be arranged

**G 401/501 Research**

Credits to be arranged

**G 403/503 Thesis**

Credits to be arranged

**G 405/505 Reading and Conference**

Credits to be arranged

**G 406/506 Field Geology**

9 credits

Offers geological fieldwork in selected parts of Oregon and California. Emphasizes hydrogeology, field mapping, and report-writing. Meets in the field for thirty-three days immediately after spring term. For more details, please request a brochure from the Department of Geology. Prerequisites: G 313, 342, and 480.

**G 407/507 Seminar**

Credits to be arranged

**G 408/508 Workshop**

Credits to be arranged

**G 409/509 Practicum**

Credits to be arranged

Students participate in geology-related activities at public or private firms or with individuals.

**G 426 Optical/Igneous Petrology and Petrography**

4 credits

Explores optical mineralogy and mafic igneous rocks using geochemical instruments and the petrographic microscope. The lecture emphasizes theoretic petrology, while the laboratory concentrates on fabric and geochemical relations, as well as on hand specimen description. Two lectures and two 3-hour laboratories. Prerequisite: G 313.

**G 427 Igneous/Metamorphic Petrology and Petrography**

4 credits

Examines felsic igneous rocks and metamorphic rocks using geochemical instruments and the petrographic microscope. The lecture emphasizes theoretic petrology, while the laboratory concentrates on fabric, structure, and geochemical relations, as well as on hand specimen description. Two lectures and two 3-hour laboratories. Prerequisite: G 426.

**G 428 Sedimentary Petrology and Petrography**

4 credits

Geologic study and interpretation of sedimentary rocks. The lecture component stresses the origins of, classifications for, and relationships between sedimentary rocks. The lab concentrates on the description and interpretation of sedimentary rocks in thin sections. Two lectures and two 3-hour laboratories. Prerequisite: G 427.

**G 430/530 Low Temperature Geochemistry**

3 credits

Geologic study and interpretation of sedimentary rocks. The lecture component stresses the origins of, classifications for, and relationships between sedimentary rocks. The lab concentrates on the description and interpretation of sedimentary rocks in thin sections. Two lectures and two 3-hour laboratories. Prerequisites: Ch 203, 206, and G 313.

**G 450/550 Field Seminar in Geology**

4 credits

Offers an advanced study of a classic geologic locality such as Death Valley or the Grand Canyon. Students attend class, research a particular topic that will be encountered on the field trip, prepare a professional report, give an oral presentation, and act as a resource person while on the field trip. The field trip occurs during spring break and lasts eight to nine days. Students keep a field journal. Prerequisites for G 450 (choose one of the following paired sequences): ES 111, 112 or G 101, 102. Prerequisites for 550: Same as for G 450, plus at least one additional geology course.

**G 455/555 Geology of the Wild Rogue River**

3 credits

Offers an integrated scientific approach to a primitive riverine area. Stresses the influence of the geologic setting on the natural and human history of the region. Two days of classroom instruction precede a six-day hike down the wild reach of the Rogue River. Each student completes an individual study project. The hike is generally raft-supported. Offered only in Summer Pre-Session. Prerequisite: Upper division standing.

**G 480 Geologic Field Methods**

4 credits

Provides instruction in the basic techniques of geologic field methods and geologic mapping, as well as in the use of basic mapping instruments. Includes aerial photo interpretation of geologic structures. Students produce geologic maps, cross sections, and reports. Two lectures and one day per week in the field. Prerequisites: G 313 and 322.

**G 481/581 Geomorphology**

4 credits

Provides a systematic and quantitative study of terrestrial processes, with an emphasis on the evolution and interpretation of landforms. Topics include the history of geomorphology and an assessment of the processes associated with mass wasting, rivers, glaciers, deserts, and shorelines. Students should be familiar with basic logarithms, trigonometry, and topographic map reading skills. Prerequisites: G 102 or ES 111, 112; completion of the General Education (Quantitative Reasoning) requirement; and upper division or graduate standing. (Cross-listed with Geog 481/581.)

**G 487/587 Remote Sensing in Geology**

4 credits

Explores various geologic features using remotely sensed images. Emphasizes the interpretation of satellite images. Uses computer processing of image data in the visible and infrared parts of the electromagnetic spectrum to illustrate the application of such data to the solution of a variety of geologic problems. CS 115 or equivalent skill is strongly recommended. Prerequisite: ES 112 or G 101.

**G 489/589 Computer and Instrumental Methods**

4 credits

Explores computer-based methods for storing, managing, and analyzing geologic data; data manipulation by Geographic Information Systems (GIS); instrumental techniques in the field; and exercises in project management. Prerequisite: Junior standing in geology.

**Health & Physical Education**

McNeal 137

541-552-6236

Donna Mills, Chair

Professor: Donna Mills

Associate Professors: Daniel M. Cartwright,

Brian McDermott, Mike Stevenson

Assistant Professors: Laura Jones,

Michael Jones, Jeff Olson, Mike Orthmann,

Mike Ritchey, Jennifer Slawta, Kevin Wilson

Instructors: Richard Cook, Kelly Mason,

Thomas D. Powell

Lecturers: Paul Elliott, Shay McClure,

Gail Patton

Adjunct Faculty: Kimo Holgen, Robbie Ross

Emeritus Faculty: Phillip A. Pifer

The programs in the Department of Health & Physical Education are an integral part of the School of Social Science and Health & Physical Education. Their function is to prepare professionals for careers in physical therapy and health promotion or fitness management. Selected Health & Physical Education Department courses are open to all SOU students. Special-interest courses have been developed for nonmajors. The department also offers a service program with activity courses for students in any major.

## Degrees

BA or BS in Health & Physical Education  
BA or BS in Interdisciplinary Studies:  
Pre-Physical Therapy

## Graduate Program

The graduate program in health and physical education is usually offered in conjunction with the School of Education and is a part of the standard licensing plan. Health and Physical education are areas of concentration within the graduate degree program in education. The choice of course varies somewhat according to the individual needs of students and is therefore prescribed by advisement.

Graduate degree programs with health and physical education as major components are also available (see *Master's Degrees in School Areas* on page 164). The program may be tailored to meet the goals of students who wish to combine studies in health and physical education with other academic areas. Such a program does not necessarily lead to licensing or certification.

## Professional Affiliations

Faculty in the Department of Health & Physical Education maintain professional memberships and actively participate in the following organizations: American Alliance for Health, Physical Education, Recreation, and Dance (AAHPERD); Northwest District-AAHPERD; Oregon Alliance for Health, Physical Education, Recreation, and Dance (OAHPERD); National Athletic Trainers Association; the National Association of Underwater Instructors; and the American College of Sports Medicine. SOU's athletic programs are governed by the National Association for Intercollegiate Athletics (NAIA). Each summer, the National Collegiate Athletic Association sponsors the National Youth Sports Program, providing an opportunity for health and physical education students to work in an activity-based program.

## Student Expenses and Insurance

Southern Oregon University does not provide accident insurance. Students and others using the health, physical education, and athletic facilities for classes, intramurals, club sports, and recreation are urged to purchase a policy at the time of registration if they do not have their own insurance coverage. Special fees vary by term and class.

## Activity Courses

These courses are designed to give students an understanding of the importance of regular physical activity in improving physical and mental well-being. Students learn and improve recreational skills for maintaining an optimum level of physical fitness. All students are encouraged to take PE 180 activities and other health and physical education courses. Maximum of 12 credits allowed for graduation.

## Choosing a Major

Students must be admitted to the major, which usually occurs at the end of the second term of the sophomore year. Admission requires the following:

1. Completion of Core 101, 102, 103.
2. Completion of two terms of Physiology and Human Anatomy with a minimum grade of C-.
3. A cumulative GPA of at least 2.0 for all coursework completed.
4. A GPA of at least 2.5 for all coursework completed in the major.

## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete all coursework for the major (77 credits).
3. Complete courses within the major that satisfy the writing and capstone experience requirements of the major.
4. Maintain at least a 2.5 GPA in all courses taken for the major.

### REQUIRED COURSES

(77 credits)

Majors Orientation (HE/PE 160) .....	1
Human Anatomy and Physiology I, II, III (Bi 231, 232, 233) .....	12
Health and Society I (HE 250) .....	4
First Aid and Safety (HE 252) .....	3
Health and Society II (HE 275) .....	4
Nutrition (HE 325) .....	3
Care and Prevention of Sports Injuries I, II (PE 361, 362) .....	6
Biomechanics/Kinesiology (PE 416) .....	3
Evaluation for Health and Physical Education (PE 412) .....	3
Motor Development and Learning (PE 439) .....	3
Drugs in Society (HE 453) .....	3
Physiology of Exercise (PE 473) .....	4
Exercise Prescription and Graded Exercise Testing (PE 476) .....	4
Practicum: Field Experience (HE 309) .....	3
Environmental Health (HE 331) .....	3
Community Health (HE 362) .....	3
Practicum (HE 409) .....	3
Senior Capstone (HE/PE 443) .....	3
Leadership and Management (PE 448) .....	3
Analysis of Stress (HE 452) .....	3
Work-Site Health Promotion (HE 455) .....	3

## Capstone

Health & physical education majors complete the capstone experience during their senior year. This is usually a field experience appropriate for the student's projected career involving placement in a fitness/wellness, athletic training, or medical setting. Students are required to write a significant paper about the experience and to make an oral presentation to their peers.

## Suggested Coursework for Coaches

These courses are for non-PE majors who desire to coach. Although these courses do not result in an endorsement, students may take them as electives. Note: Only upper division students may take courses numbered at the 400 level.

Professional Activities (PE 194, 294, 394) .....	2
First Aid and Safety (HE 252) .....	3
Care and Prevention of Sports Injuries I, II (PE 361, 362) .....	6
Coaching courses .....	9
Leadership and Management (PE 448) .....	3
Practicum (PE 409) .....	6
Total credits .....	29

## Teacher Licensing

### HEALTH EDUCATION

Students who would like to teach health at the middle school or high school level in Oregon public schools must complete a bachelor's degree in health before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

### PHYSICAL EDUCATION

Students who would like to teach physical education at the early childhood/elementary or middle school/high school level in Oregon public schools must complete a bachelor's degree in physical education before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

## Health Education Courses

### LOWER DIVISION COURSES

#### HE 160 Majors Orientation

1 credit

Introduces students to the University and the department. Presents information about student services and opportunities on campus, including Hannon Library, Career Services, Counseling Services, the Student Health and Wellness Center, the Office of Financial Aid, and advising.

#### HE 199 Special Studies

Credits to be arranged



**HE 250 Health and Society I**

4 credits

Addresses topics basic to physical aspects of wellness and the impact of social factors on health choices throughout the lifecycle. Sample topics include fashion trends in body composition (e.g., the current quasi-anorexic trend), social factors in contagious disease, and steroid use as a result of social pressure to win. Introduces social theories and models related to decision making associated with exercise and lifetime fitness (e.g., lifestyle constructs and social learning theory). Includes a lab component. Approved for General Education (Explorations).

**HE 252 First Aid and Safety**

3 credits

Basic first aid and safety for emergency treatment of injuries, with emphasis on the application of such knowledge to everyday life.

**HE 275 Health and Society II**

4 credits

Addresses topics basic to mental, emotional, and social wellness. Examines the influence of social and cultural factors on wellness choices. Sample topics include effective personal communication and social factors in stress and substance abuse. Introduces social theories and models related to decision making associated with personal health (e.g., lifestyle constructs and social learning theory). Includes a lab component. Prerequisite: HE 250. Approved for General Education (Explorations).

**UPPER DIVISION COURSES****HE 309 Practicum**

Credits to be arranged

**HE 325 Nutrition**

3 credits

Explores principles of human nutrition, essential nutrients, nutritional needs of different age groups, and nutrition research. Focuses on the relationship between nutrition and physical fitness and health, with supporting emphases on consumer awareness, evaluation of nutrition information, eating disorders, and the importance of a balanced, varied diet. HE 250 recommended.

**HE 331 Environmental Health**

3 credits

Surveys contemporary environmental issues and the interrelationship between the health of the individual and the environment. Covers such topics as population dynamics, environmental resource pollution status, environmental degradation, federal and state environmental laws, and environmental agencies. HE 250 recommended.

**HE 362 Community Health**

3 credits

Examines principles of community health and safety, with emphases on the safety of water supplies, sewage disposal, and other environmental practices affecting the health of a community. Includes study of public health agencies and selected volunteer nonprofit health agencies. HE 250 recommended.

**HE 399 Special Studies**

Credits to be arranged

**HE 401/501 Research**

Credits to be arranged

**HE 403/503 Thesis**

Credits to be arranged

**HE 405/505 Reading and Conference**

Credits to be arranged

**HE 407/507 Seminar**

Credits to be arranged

**HE 409/509 Practicum**

Credits to be arranged

**HE 410/510 Special Topics (Problems: Health Education)**

Credits to be arranged

**HE 422/522 Consumer Health**

3 credits

Focuses on identification of reliable and unreliable sources of information, and the effect of marketing strategies on health-related behaviors. Attention is given to products and services related to various health problems, health and appearance, and health care practices.

**HE 443 Senior Capstone**

3 credits

Integrates the components of a student's curriculum into a culminating experience. Opportunities include, but are not limited to, a senior thesis or one of the following options with a supporting scholarly paper and/or an oral presentation to peers: a student-generated project, a practicum in an occupational setting, international travel, or another advisor-approved activity. Prerequisites: HE 209, 409, and senior standing in the major.

**HE 444/544 Sexuality Education**

3 credits

Analyzes the physiological, psychological, and sociological factors influencing sexual development. Emphasizes principles of human sexuality, family life, and developing parenting skills. HE 250 recommended.

**HE 450/550 Origins of Modern Health**

3 credits

Studies questions of individual preference by looking at theories related to biological impulse (genes and evolution), cultural influence (technology and civilization), and cognitive autonomy (decision making) which, though sometimes contradictory, connect to shape a modern definition of health.

**HE 452/552 Analysis of Stress**

3 credits

Studies the physiological and psychological effects of stress on the human body. Emphasizes prevention of stress overload through perception intervention and management techniques. HE 250 recommended.

**HE 453/553 Drugs in Society**

3 credits

Examines the use and abuse of drugs, including alcohol, tobacco, amphetamines, barbiturates, narcotics, and tranquilizers. Emphasizes the pharmacology of drugs and the prevention of abuse. HE 250 recommended.

**HE 455/555 Work-Site Health Promotion**

3 credits

Explores current health promotion techniques and programs designed to facilitate behavioral change in the workplace. Emphasizes the development, implementation, and evaluation of work-site health promotion programs.

**Physical Education Courses****LOWER DIVISION COURSES****PE 160 Majors Orientation**

1 credit

Introduces students to the University and the department. Presents information about student services and opportunities on campus, including Hannon Library, Career Services, Counseling Services, the Student Health and Wellness Center, the Office of Financial Aid, and advising.

**PE 180 Physical Education**

1 credit (maximum 12 credits)

Students learn and improve recreational skills for maintaining an optimum level of physical fitness. For a list of activities currently being offered, consult the online class schedule.

**PE 194 Professional Activities**

1 to 2 credits (maximum 18 credits)

Provides laboratory experience. Includes football, soccer, speedball, speedaway, basketball, volleyball, softball, and track and field. Each unit is presented with teaching techniques directed toward instruction and skill development. Emphasizes progression, sequence, participation, and planning.

**PE 196 Team Participation**

1 credit (maximum 12 credits)

**PE 199 Special Studies**

Credits to be arranged

**PE 234 Scuba Diving**

3 credits

A comprehensive scuba diving course covering the basic physics, physiology, and medical aspects of scuba diving, as well as their practical applications. Meets NAUI certification guidelines. Prerequisite: Adequate swimming ability as determined by instructor.

**PE 235 Theory and Techniques of Sailing**

3 credits

A lecture course on the theory, practice, and safety of sailing.

**PE 270 Foundations of Physical Education**

3 credits

Studies contemporary issues in physical education, with emphasis on historical and philosophical contributions to behavioral, sociological, and aesthetic aspects of the discipline.

**PE 291 Lifeguard Training**

2 credits

Formal training and skills development are required for certification as a lifeguard.

**PE 292 Water Safety Instructor Training**

2 credits

Formal instruction and skills development are required for water safety instructor certification.

**PE 294 Professional Activities**

1 to 2 credits

Involves laboratory experience. Covers golf, archery, bowling, aerobics, cycling, weight training, tennis, and badminton. Each unit includes teaching techniques focusing on instruction and skill development. Emphasizes progression, sequence, participation, and planning.

**UPPER DIVISION COURSES****PE 309 Practicum**

Credits to be arranged

**PE 361, 362 Care and Prevention of Sports Injuries I, II**

3 credits each

Examines the study and practice of sports injury prevention. Includes taping, bandaging, massage, and other therapeutic measures necessary for the care of sports injuries. Prerequisite: Bi 231.

**PE 365 Coaching and Officiating Football**

3 credits

Involves a demonstration and discussion of the fundamentals, team play, and rules of football. Emphasizes the development, organization, and conduct of a football program.

**PE 366 Coaching and Officiating Basketball**

3 credits

Demonstrates and discusses the fundamentals, individual skills, and methods of instruction.

**PE 370 Coaching and Officiating Volleyball**

3 credits

Covers the techniques and theory of coaching competitive volleyball.

**PE 394 Professional Activities**

1 to 2 credits

Provides laboratory experience. Includes outdoor recreation, gymnastics, rhythms, dance, aquatics, and tumbling. Each unit includes teaching techniques focusing on instruction and skill development, with emphases on progression, sequence, participation, and planning.

**PE 399 Special Studies**

Credits to be arranged

**PE 401/501 Research**

Credits to be arranged

**PE 403/503 Thesis**

Credits to be arranged

**PE 405/505 Reading and Conference**

Credits to be arranged

**PE 407/507 Seminar**

Credits to be arranged

**PE 409/509 Practicum**

Credits to be arranged

**PE 410/510 Special Topics**

Credits to be arranged

**PE 412/512 Evaluation for Health and Physical Education**

3 credits

Provides techniques for assessing student needs and determining their progress in health and physical education. Covers skills development in the use of selected test instruments, with an emphasis on the fundamentals of statistical treatment of data. Prerequisite: Mth 243.

**PE 416/516 Biomechanics/Kinesiology**

3 credits

Application of the science and theories related to the lever system and human movements involved in sport and fitness activities. Prerequisite: Bi 231.

**PE 430/530 Outdoor Survival**

3 credits

Explores the problems of human survival in a hostile outdoor environment. Prerequisite: HE 252.

**PE 439/539 Motor Development and Learning**

3 credits

Explores the basic issues of motor development and learning for all age groups, with emphasis on the learner, learning process, and condition of learning motor skills. Serves as the writing component for the health and physical education major. Prerequisite: Core 103.

**PE 443 Senior Capstone**

3 credits

Integrates the components of a student's curriculum into a culminating experience. Opportunities include, but are not limited to, a senior thesis or one of the following options with a supporting scholarly paper and/or an

oral presentation to peers: a student-generated project, a practicum in an occupational setting, international travel, or other advisor-approved activity.

**PE 444/544 Programs for Special Populations**

3 credits

Analyzes the nature and parameters of physical and mental limitations, as well as the types of instruction and learning psychology necessary for adapting physical activity to the individual needs of all age groups. Opportunities for practical experience working with people who have disabilities.

**PE 448/548 Leadership and Management**

3 credits

Covers administrative procedures in sports and health promotion programs, including physical education and cocurricular activities, recreation programs, and other sports-related areas. Topics include leadership styles, facilities and equipment, financing, staffing, event management, and public relations.

**PE 473/573 Physiology of Exercise**

4 credits

Examines the physiological effects of muscular exercise, physical conditioning, and training. Addresses the significance of these effects on health and performance in activity programs. Includes a three-hour lecture and a two-hour laboratory. Prerequisites: Bi 231, 232, and 233.

**PE 476/576 Exercise Prescription and Graded Exercise Testing**

4 credits

Explores the scientific and theoretical basis for graded exercise testing and exercise prescription writing. Introduces the procedures, methods, and technical skills involved in the evaluation of human subjects. Includes a three-hour lecture and a two-hour laboratory. Prerequisites: HE 250 and Bi 231.

## History

Taylor 116

541-552-6252

Karen Sundwick, Chair

Professors: Robert T. Harrison, Jay Mullen,

Karen Sundwick

Associate Professors: Todd F. Carney,

Gary M. Miller

The mission of the History Department is two-fold: to support SOU's General Education program and to teach advanced courses for students desiring to make history the major focus of their baccalaureate program. Such students include those who wish to make a profession of history as teachers or practitioners, as well as those who wish to use the study of history as a springboard for professional training in law, business, or education.

To this end, the History Department offers courses that help fulfill SOU General Education requirements, elective requirements for many other programs, and requirements for a major or minor in history.

The goals of the history baccalaureate degree are to:

1. increase students' understanding of themselves and their society by introducing them to scholarship on the social, cultural, economic, and political foundations of world societies;
2. prepare students for public life by familiarizing them with the current professional views of history;
3. augment the intellectual capacities of students by encouraging critical thinking and analysis from multiple perspectives, preparing them for whatever path they may choose;
4. improve students' abilities to search for, locate, and appropriately use valid sources of information and knowledge as historical evidence through both printed and electronic media;
5. build student familiarity with the appropriate use of computers and computer networks in the fields of history, social science, and humanities;
6. enhance the writing skills of students by offering them opportunities to write and receive professional feedback on what they have written; and
7. acquaint students with the realities, standards, and expectations of the professional world.

Studying history is excellent preparation for teaching and advanced study in the humanities and social sciences, law and library schools, and seminaries. The history major also provides a solid foundation for government service, business administration, public history and museum work, and various other areas of communication, journalism, and writing. History courses are an integral part of many other degree programs at Southern Oregon University.

The Department of History strongly recommends a bachelor of arts degree with two years of college-level foreign language as the more appropriate degree for history majors. In addition, minors are offered in designated programs of historical study.

## Degrees

BA or BS in History

### Minors

African-Middle Eastern History

European History

Latin American History

United States History

## Phi Alpha Theta

Membership in the local chapter of Phi Alpha Theta, the international honor society in history, is open to qualified students. The purposes of the society are to encourage, stimulate, and help maintain excellence in the historical scholarship of students and faculty. Phi Alpha Theta also has a number of programs, scholarship awards, and publications available to member students. For more information, see Dr. Todd F. Carney, the chapter's faculty advisor.

## Teacher Licensing

Students who want to teach history at the middle school and/or high school level in Oregon public schools must complete a bachelor's degree in history before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

This competitive program requires students to prepare in advance to increase their chances of acceptance into the program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

The Department of History strongly urges the early development of an academic program suitable for a teaching career in consultation with a history faculty advisor.

## Requirements for the Major

The Department of History strongly urges students completing a history major to fulfill all General Education requirements and prerequisites for upper division courses by the end of their sophomore year.

For a bachelor's degree in history, students must complete a program planned in cooperation with and approved by a History Department faculty advisor. The program must meet the criteria established for all arts and sciences degrees outlined in this catalog. Requirements include:

1. Fulfill the baccalaureate degree requirements as stated beginning on page 19.
2. Submit application materials, including evidence of mastery of basic historical knowledge in world and United States his-

tory. This mastery may be documented in one or more of the following ways:

- a. Pass any two of Hst 110, 111, or 112 (World Civilizations) and Hst 250, 251 (American History and Life) or equivalents with a grade of C or better.
  - b. Score 3 or higher on the high school Advanced Placement (AP) exams in European history and United States history or pass the appropriate CLEP exam.
  - c. Pass standardized exams administered by the Department of History in world and United States history with scores of 70 percent or better.
3. Complete eleven upper division courses as follows:
    - a. Study of History (Hst 300)
    - b. Two pre-1800 courses (Hst 304, 305, 315, 316, 317, 318, 319, 350, 361, 431, 455, 456, 464, or 485)
    - c. Three courses from ONE of the following areas: Latin America (Hst 335, 350, 351, 352, 399, 464, 465, 485) or Africa/Middle East (Hst 361, 362, 363, 399, 431, 432, 433)
    - d. Two topics courses (Hst 421, 484, 485, 486, 487, 488, 489, 490)
    - e. Two history electives drawn from the 300 or 400 level. Note: Courses may be used to satisfy more than one requirement (e.g., Hst 350 fulfills requirements b and c). However, students must still complete a total of 44 upper division history credits.
    - f. History Capstone (Hst 415)
  4. Achieve a 2.5 GPA in all history courses taken at SOU.

## Capstone

History majors who are within three terms of completing their bachelor's degree programs have two options available for their capstone experience. Within each option, students conduct research and prepare a properly documented paper on a focused topic based on primary source materials.

Option A: Students participate in a research seminar offered in the fall and spring terms. Department faculty alternate teaching this seminar. The instructor determines the general topic for each seminar.

Option B: Students choose a topic and research plan in close consultation with a member of the history faculty best qualified to supervise research in that area. Option B students are excused from seminar participation, and they are encouraged to begin their capstone projects one or two terms before graduation. See the department chair for additional details.

## Minor

For a minor in history, students must complete one of the programs described below. Questions about a specific minor should be directed to the faculty member whose specialization corresponds to the minor.



**African and Middle Eastern History**

(24 credits)

World Civilizations (Hst 110, 111)..... 8  
 Electives chosen from: Hst 314, 361, 362, 363,  
 431, 432, 433, 488, or 489, and approved work  
 listed under Hst 399, 405, 407, and 408..... 16

**European History**

(24 credits)

World Civilizations (Hst 110, 111)..... 8  
 Electives chosen from: Hst 304, 305, 306, 314,  
 315, 316, 317, 318, 319, 341, 342, 343, 417,  
 or 487, and approved work listed under  
 Hst 399, 405, 407, and 408..... 16

**Latin American History**

(24 credits)

History of Latin America (Hst 350, 351, 352) ..... 12  
 History electives chosen from: Hst 335, 464,  
 465, 485, and approved work listed under  
 Hst 399, 405, 407, and 408..... 8  
 Another elective chosen from: Geog 330  
 and Span 322, 421, 422, and 460..... 4

**United States History**

(24 credits)

American History and Life (Hst 250, 251) ..... 8  
 Electives chosen from: Hst 383, 451, 452, 453,  
 455, 456, 457, 458, 484, and approved work  
 listed under Hst 399, 405, 407, and 408..... 16

**History Courses****LOWER DIVISION COURSES****Hst 110, 111, 112 World Civilizations**

4 credits each

Examines the development of world civilizations. Emphasizes political, economic, social, religious, and cultural factors. Relates earlier patterns of world civilization to present conditions and problems. Hst 110 covers the development of ancient civilizations in Africa, the Americas, Asia, Europe, and the Near East. Hst 111 focuses on the development of world civilization during the period leading up to the rise of industrialization in the eighteenth century. Hst 112 examines the past two centuries. Includes lecture, discussion of readings, video documentaries, feature film analysis, and small group activities. Students must take Hst 110 and 111 or Hst 111 and 112 to meet the General Education requirement. Courses may be taken out of sequence. Approved for General Education (Explorations).

**Hst 199 Special Studies**

Credits to be arranged

**Hst 250, 251 American History and Life**

4 credits each

Explores United States history and culture from indigenous times to the present. Hst 250 begins with indigenous life and culture before European contact and ends with the American Civil War. Hst 251 examines industrialization, imperialism, militarism, and consumerism as artifacts of American culture since 1870. Course methods include lecture, discussion of readings, video documentaries, feature film analysis, and small group activities. Approved for General Education (Explorations).

**UPPER DIVISION COURSES****Hst 300 The Study of History**

4 credits

Prepares history majors in the critical evaluation of historical arguments, library research, organization and analysis of historical data, and historical writing. History majors must complete Hst 300 before earning more than 12 upper division history credits (three courses). Offered winter term. Prerequisites: Admission to the major and submission of junior plan.

**Hst 304 English History**

4 credits

Provides a general survey of English history from prehistoric times to the present. Emphasizes major political, economic, constitutional, legal, social, intellectual, and religious developments. Hst 304 covers prehistory to the War of the Roses in 1485. Hst 305 explores Tudor-Stuart England to 1689. Hst 306 examines Britain from 1690 to the present, with attention to Empire and Commonwealth. Prerequisite: Hst 110.

**Hst 305 English History**

4 credits

Provides a general survey of English history from prehistoric times to the present. Emphasizes major political, economic, constitutional, legal, social, intellectual, and religious developments. Hst 304 covers prehistory to the War of the Roses in 1485. Hst 305 explores Tudor-Stuart England to 1689. Hst 306 examines Britain from 1690 to the present, with attention to Empire and Commonwealth. Prerequisites: Hst 110, 111.

**Hst 306 English History**

4 credits

Provides a general survey of English history from prehistoric times to the present. Emphasizes major political, economic, constitutional, legal, social, intellectual, and religious developments. Hst 304 covers prehistory to the War of the Roses in 1485. Hst 305 explores Tudor-Stuart England to 1689. Hst 306 examines Britain from 1690 to the present, with attention to Empire and Commonwealth. Prerequisite: Hst 111.

**Hst 315 Ancient Greece**

4 credits

Explores Minoan and Mycenaean civilizations, archaic Greece, the emergence of the poleis, the Persian Wars, the rise of Athens, the Peloponnesian War, Alexander the Great, and the Hellenistic period to circa 146 B.C.E. Studies the major aspects of intellectual, cultural, and social development. Prerequisite: Hst 110.

**Hst 316 Ancient Rome**

4 credits

Surveys the political, military, economic, social, cultural, and religious institutions of Ancient Rome from the beginning of the Republic (fifth century B.C.E.) to the fall of the Empire (fifth century C.E.) Prerequisite: Hst 110.

**Hst 317 Europe in the Middle Ages, A.D. 500–1300**

4 credits

Investigates Europe from the decline of the Roman Empire to the rise of the Renaissance in Italy. The ancient Roman Empire fragmented into three successor civilizations: the Byzantine Empire, the Islamic World, and medieval Christendom. Exploring how this momentous transformation occurred, students examine such topics as monasticism and saints cults, Byzantine civilization, the rise of Islam, feudalism, economy and trade, the Vikings, the Crusades, growth of cities and revival of trade, religious reformers and heretics, the persecution of Jews and other minorities, and the Black Death. Prerequisites: Hst 110, 111.

**Hst 318 European Renaissance and Reformation, 1300–1600**

4 credits

Provides a topical introduction to the major changes affecting European society during the era traditionally considered the watershed between the Middle Ages and modernity. Among the topics considered are demographic growth and economic change, the discovery and impact of new worlds overseas, the diffusion of Renaissance culture from Italy to Northern Europe, political consolidation and international rivalries, the transforming religious crisis of the Reformation and the Counter-Reformation, the wars of religion in France and the Netherlands, and war and revolution in England. Prerequisites: Hst 110, 111.

**Hst 319 European Old Regime and the Enlightenment, 1600–1800**

4 credits

Provides a topical introduction to the major changes affecting European society immediately prior to industrialization. Among the topics considered are demographic growth and economic change, the discovery and impact of new worlds overseas, the scientific revolution and the Enlightenment, political consolidation and international rivalries, and the early stages of the Industrial Revolution. Prerequisites: Hst 110, 111.

**Hst 335 Latin American Women**

4 credits

Examines how gender, race, ethnicity, class, and location have shaped the lives and experiences of women in various Latin American countries. Prerequisites: Hst 110, 111.

**Hst 341 Modern Europe**

4 credits

Presents major European political, social, economic, and cultural trends since the French Revolution. Hst 341 examines Europe on the eve of revolution, the French Revolution, and the Napoleonic Era. Hst 342 focuses on 1815 to 1914. Hst 343 explores the years since the outbreak of World War I. Emphasizes the effect of the French Revolution and Napoleon on modern history. Studies the influence of ideologies in the nineteenth and twentieth centuries. May be taken out of sequence. Prerequisites: Hst 110, 111.

**Hst 342 Modern Europe**

4 credits

Presents major European political, social, economic, and cultural trends since the French Revolution. Hst 341 examines Europe on the eve of revolution, the French Revolution, and the Napoleonic Era. Hst 342 focuses on 1815 to 1914. Hst 343 explores the years since the outbreak of World War I. Emphasizes the effect of the French Revolution and Napoleon on modern history. Studies the influence of ideologies in the nineteenth and twentieth centuries. May be taken out of sequence. Prerequisites: Hst 110, 111.

**Hst 343 Modern Europe**

4 credits

Presents major European political, social, economic, and cultural trends since the French Revolution. Hst 341 examines Europe on the eve of revolution, the French Revolution, and the Napoleonic Era. Hst 342 focuses on 1815 to 1914. Hst 343 explores the years since the outbreak of World War I. Emphasizes the effect of the French Revolution and Napoleon on modern history. Studies the influence of ideologies in the nineteenth and twentieth centuries. May be taken out of sequence. Prerequisites: Hst 110, 111.

**Hst 350, 351, 352 History of Latin America**

4 credits each

Compares and surveys economic, social, and political developments in Latin America. Hst 350 examines pre-Columbian cultures and the Iberian colonial period to 1810. Hst 351 surveys the nineteenth century, and Hst 352 the twentieth. Hst 351 and 352 pay particular attention to relations with the United States. Prerequisites: Hst 110, 111.

**Hst 361 History of Africa**

4 credits

Surveys the historical development of African societies. Includes topical analyses of Sudanic and forest states. Prerequisite: Hst 110.

**Hst 362 History of Africa**

4 credits

Surveys the historical development of African societies. Covers comparative colonial experiences. Prerequisites: Hst 110, 111.

**Hst 363 History of Africa**

4 credits

Surveys the historical development of African societies. Examines politics and societies in modern nation states. Prerequisites: Hst 110, 111.

**Hst 383 Native American History**

4 credits

Interprets the historical experience of the diverse nations native to North America. Explores what historians and anthropologists understand about the Native American past before and after contact with Europeans, with special emphasis on the formation and operation of U.S. government policy regarding Native Americans in the nineteenth and twentieth centuries.

**Hst 391 East Asian Thought**

4 credits

Studies Confucianism, Taosim, Legalism, and Buddhism in China and of Shinto, Confucianism, Buddhism, and bushido (the warrior ethic) in Japan. Examines folk tradition and communism in modern China and democracy in modern Japan. Prerequisite: For majors, Hst 300 or equivalent; for nonmajors, instructor consent.

**Hst 392 Modern East Asia**

4 credits

Examines political, social, and cultural developments in China and Japan from about 1800 to the present. Includes military, cultural, and diplomatic contacts with the West. Prerequisite: For majors, Hst 300 or equivalent; for nonmajors, instructor consent.

**Hst 399 Special Studies**

Credits to be arranged

**Hst 401 Research**

Credits to be arranged

**Hst 403 Thesis**

Credits to be arranged

**Hst 405/505 Reading and Conference**

Credits to be arranged

**Hst 407/507 Seminar**

Credits to be arranged

**Hst 408 Colloquium**

Credits to be arranged

**Hst 415 History Capstone**

4 credits

History majors who are within three terms of completing their bachelor's degree program have two options available for their capstone experience. Within each option, students conduct research and prepare a properly documented paper on a narrow topic based on primary source materials. Option A: Students participate in a research seminar offered in the fall and spring terms. Faculty alternate teaching this seminar and determine the general topic for each term. Option B: Students choose a topic and research plan in close consultation with a member of the history faculty best qualified to supervise research in that area. Option B students are excused from seminar participation, and they are encouraged to begin their capstone projects one or two terms before completion. See the department chair for additional details. Prerequisites: History major status and submission of senior plan.

**Hst 421/521 World Environmental History**

4 credits

Examines the historical relationship between the Earth and human societies in Europe, Africa, Asia, and the Americas from earliest times to the present. Combines lecture and discussion. A History Department Topics course.

**Hst 431 Islamic Middle East**

4 credits

Covers the rise of Islam and Arab expansion in the Middle East, North Africa, Persia, India, and Spain, 600 to 1517 B.C.E. Prerequisites: Hst 110, 111.

**Hst 432 Islamic Middle East**

4 credits

Examines the rise and decline of the Ottoman Empire in the Middle East, North Africa, and Europe, as well as the advent of European imperialism in the region to 1914. Prerequisites: Hst 110, 111.

**Hst 433 Islamic Middle East**

4 credits

Explores the Middle East since 1914, emphasizing such themes as independence and decolonization, state formation, Zionism, Islamic fundamentalism, and the Arab-Israeli conflict. Prerequisites: Hst 110, 111.

**Hst 451, 452, 453 American Foreign Relations**

4 credits each

Surveys the international affairs of the U.S., analyzing political, economic, strategic, and ideological factors. Hst 451 covers the diplomacy of independence, free trade, civil war, and continental expansion; Hst 452 explores imperialism, isolation, and world war; and Hst 453 studies the Cold War and global commitments. Prerequisites: Hst 250, 251.

**Hst 455 Colonial America**

4 credits

Explores British and French settlement and colonial development in North America to 1763. Prerequisites: Hst 250, 251.

**Hst 456 American Revolution, 1763–1800**

4 credits

Investigates the British imperial crisis and the American movement toward war and independence; the background and controversy regarding the Constitution; critical issues during the 1790s; and the emergence of political parties. Prerequisites: Hst 250, 251.

**Hst 457 From Jefferson to the Jacksonians**

4 credits

Covers the United States from 1800 to 1850, including political, economic, social, and diplomatic experiences of the new nation, ranging from the election of President Thomas Jefferson to the aftermath of the war with Mexico. Prerequisites: Hst 250, 251.

**Hst 458 Civil War and Reconstruction**

4 credits

Analyzes the causes, nature, and effects of the American Civil War. Prerequisites: Hst 250, 251.

**Hst 464 Mexico**

4 credits

Explores colonial Mexico through independence from Spain in 1821. Prerequisites: For majors: Hst 110, 111 or Hst 350, 351, 352. For nonmajors: Upper division standing and instructor consent.

**Hst 465 Mexico**

4 credits

Covers independence to the present, with emphasis on the complicated and continuous movement of people into the northern borderlands and beyond. Prerequisites: For majors: Hst 110, 111 or Hst 350, 351, 352. For nonmajors: Upper division standing and instructor consent.

**Hst 484/584 Topics in American History**

4 credits

Analyzes a major historical issue or topic in American history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: The Rise of Industrialization, The American West, The Sixties, and The Vietnam War and Film. Prerequisites for undergraduates: Hst 250, 251.

**Hst 485 Topics in Latin American History**

4 credits

Analyzes a major issue in Latin American history. Topic changes each time the course is offered. May be repeated for credit with varying topics. Prerequisites: Upper division standing, Hst 110, 111.

**Hst 486 Topics in Ancient Mediterranean History**

4 credits

Examines a major historical issue or topic in Ancient Mediterranean history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: Alexander the Great, the Julio-Claudian Emperors, Julius Caesar, and Historical Films of the Ancient Mediterranean. Prerequisite: Hst 110.

**Hst 487 Topics in European History**

4 credits

Analyzes a major historical issue or topic in European history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: European Expansion and Interaction, World War I, and Hitler and the Third Reich. Prerequisites: Hst 111, 112.

**Hst 488 Topics in Middle Eastern History**

4 credits

Covers a major historical issue or topic in Middle Eastern history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: Egypt under the British, Israel and Palestine, and the Legacy of Colonialism. Prerequisites: Hst 111, 112.

**Hst 489 Topics in African History**

4 credits

Analyzes a major historical issue or topic in African history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: Dictatorship in the Postcolonial Period, Comparative Imperial Systems, and the Legacy of Colonialism. Prerequisites: Hst 111, 112.

**Hst 490 Topics in World History**

4 credits

Explores a major historical issue or topic in world history. The focus of the course changes each time. May be repeated for credit with varying topics. Topics include: Empires, Colonialism, Atlantic World, Industrialization, Revolutions, and Environmental History. Prerequisites: Hst 110, 111, 112.

**Hst 494 China: Prehistory Through 1279**

4 credits

Examines political, economic, social, cultural, and religious developments in Chinese civilization from prehistory through 1279. Prerequisites:

For majors, Hst 300 or equivalent; for nonmajors, Core 103 required and Hst 391 recommended.

**Hst 495 China: 1279–1900**

4 credits

Studies political, social, cultural, and religious developments in twentieth-century Chinese civilization. Prerequisites: For majors, Hst 300 or equivalent; for nonmajors, Core 103 required and Hst 391 recommended.

**Hst 496 China: Twentieth Century**

4 credits

Covers political, economic, social, cultural, and religious developments in twentieth-century Chinese civilization. Prerequisites: For majors, Hst 300 or equivalent; for nonmajors, Core 103 required and Hst 391 recommended.

**Hst 497, 498 Japan**

4 credits each

Analyzes the history of Japan from ancient times to the present. Hst 497: Early Japan to about 1800; Hst 498: Japan from 1800 to the present. Emphasizes political, economic, social, religious, and cultural institutions. May be taken out of sequence. Prerequisites: For majors, Hst 300 or equivalent; for nonmajors, Core 103 required and Hst 391 recommended.

**International Studies**

Taylor 120

541-552-6288

Magdalena Staniek, Coordinator

International Studies (IS) explores international events and conditions from a variety of disciplinary perspectives. The program seeks to educate students about global economic and political trends, complex international relations, and sociocultural issues worldwide. Students develop a sophisticated understanding of world affairs and contemporary global conditions through academic and experiential learning.

International studies majors are expected to seek personal experience of global conditions through participation in a study abroad or international internship program. Contact the Office of International Programs in Stevenson Union 303 for current information.

IS majors are also expected to work closely with the program coordinator or an International Studies Committee advisor. Students must plan ahead to ensure optimal access to courses that match their interests and areas of desired expertise while also developing language proficiency and allocating time for study abroad. While many potential course combinations exist, upper division courses are usually available in rotation and include prerequisites. Careful advising is essential.

The international studies major suits students who envision themselves undertaking creative work in a globalized world. It provides the knowledge and perspectives needed to develop careers in such areas as government service, business, law, journalism, social science teaching, and other disciplines emphasizing global connections and understanding. The IS major also provides a foundation for graduate study in a social sciences discipline, interdisciplinary option, or international studies program.

**Requirements for the Major**

1. Fulfill baccalaureate degree General Education requirements as stated beginning on page 19.
2. Maintain a 2.5 GPA in all courses taken for the major. Note: Coursework in the major is to be taken for a letter grade (not P/NP).
3. Complete the required core courses in the International Studies major; satisfy the language requirement; complete the International Political Economy Track; and complete an additional Topical Track.

Required core courses.....	20
Language.....	0–36
International Political Economy courses .....	20
Topical Track.....	16
Total.....	56 (plus language credits)

**Core Courses**

(20 credits)

International Scene (IS 250) .....	4
Introduction to the International Economy (IS 320) ..	4
World Politics (IS 350).....	4
Capstone (IS 498) (in two-quarter format) .....	4
Research Methods* .....	4

\*The Research Methods requirement is met by successful completion of one of the following courses:

Introduction to Social Research Methods (Soc 326) ..	4
Quantitative Data Analysis (Soc 327).....	4
Ethnographic Research Methods (Anth 360) .....	4
Exploratory Data Analysis (Ec 232) .....	4
Quantitative Research Methods (Ec 332) .....	4
Quantitative Methods in Geography (Geog 386) ..	4
Research Methods (PS 398) .....	4

**Language**

(0–36 credits)

Students must demonstrate proficiency in a second language equivalent to at least three years of instruction at the college level. For students whose first language is English, competency is demonstrated in one of the following ways:

1. Three years of on-campus foreign language study in a single language.
2. Two years of on-campus foreign language study, plus a year of immersion in a related foreign culture in a study abroad program.
3. One year of on-campus language study, plus a one-year study abroad program with an intensive language component in the chosen language.
4. Successful completion of an examination administered by the SOU Department of Foreign Languages and Literatures.

For students whose primary language is not English, demonstrated competency in English fulfills the language requirement. Required language credits vary depending on language proficiency at time of admission to the major.

**Upper Division Requirements**

Students complete 20 upper division credits in International Political Economy, plus one Topical Track. Within both of these groupings, no more than 8 credits may be drawn from a single disciplinary prefix.



Note: Many upper division courses have disciplinary prerequisites. Students must carefully plan ahead to ensure that they are able to meet them. Lower division prerequisites may include: Anth 213; Ec 201, 202; Geog 107 or 206; ES 111, 112, or 210; Hst 110, 111; PS 110; Soc 204. Upper division prerequisites may also be required for some courses.

### International Political Economy

(20 credits)

Select 20 credits from the list below:

Cultural Change (Anth 450) .....	4
International Marketing (BA 447) .....	4
International Financial Management (BA 473) .....	4
International Business (BA 477) .....	4
International Trade and Finance (Ec 321) .....	4
Intermediate Microeconomics (Ec 358) .....	4
Intermediate Macroeconomics (Ec 376) .....	4
Economic Development (Ec 379) .....	4
Advanced Economic Geography (Geog 416) .....	4
Mass Media and Politics (PS 310) .....	4
Global Culture and Media (Soc 333) .....	4
Sociology of Globalization (Soc 345) .....	4
Social Inequality (Soc 434) .....	4
Social and Cultural Change (Soc 450) .....	4
Special Studies, Seminar, Reading/Conference with appropriate topic (399, 405, and 407 courses) .....	TBD

### Topical Track

(16 credits)

Select 16 credits from the courses listed in one of the following tracks:

#### TRACK ONE: REGIONAL AND COUNTRY STUDIES

Pacific Cultures (Anth 317) .....	4
Native North America (Anth 318) .....	4
Cultures of the World (Anth 319) (May be repeated if regional focus varies) .....	4
Special Studies: Native North America (Anth 334) ..	4
Gender Issues (Anth 340) .....	4
Geography of Europe (Geog 326) .....	4
Geography of the United States and Canada (Geog 329) .....	4
Geography of Latin America (Geog 330) .....	4
Geography of Australia and New Zealand (Geog 333) .....	4
Geography of Asia (Geog 336) .....	4
Geography of the Former USSR (Geog 339) .....	4
History of Latin America (Hst 352) .....	4
History of Africa (Hst 363) .....	4
Modern Europe (Hst 343) .....	4
Islamic Middle East (Hst 433) .....	4
Mexico (Hst 465) .....	4
Topics in Latin American History (Hst 485) .....	4
American Foreign Relations (Hst 453) .....	4
Sociology of Gender Roles (Soc 340) .....	4
Social Organization (Soc 444) .....	4
Contemporary Issues in Native North America (Soc 338) .....	4
Special Studies, Seminar, Reading/Conference with appropriate topic (399, 405, and 407 courses) .....	credits vary

#### TRACK TWO: GLOBAL ENVIRONMENTAL ISSUES

Ecology of Small-Scale Societies (Anth 451) .....	4
Environmental Economics (Ec 315) .....	4
Population, Development, and the Environment (Geog 360) .....	4
Cultural Geography (Geog 411) .....	4
World Environmental History (Hst 421) .....	4

Law, Science, and the Environment (PS 340) .....	4
Environmental Law and Policy (PS 441) .....	4
People and Forests (Soc 350) .....	4
Environmental Studies II (ES 211) .....	4
History and Philosophy of the Environmental Movement (Sc 345) .....	4
Special Studies, Seminar, Reading/Conference with appropriate topic (399, 405, and 407 courses) .....	credits vary

### International Studies Courses

#### LOWER DIVISION COURSES

##### IS 250 International Scene

4 credits

Examines current international relations and global issues. Explores why nations go to war and how war might be prevented. Introduces students to changing world affairs.

#### UPPER DIVISION COURSES

##### IS 320 Introduction to the International Economy

4 credits

Explores global economic relations in the historical and political context of current issues. Focuses on the economic interdependence of nations. Prerequisites: Ec 201 and 202.

##### IS 350 World Politics

4 credits

Examines the nature and structure of the modern international state system, with reference to theory and practice. Emphasizes the United Nations system and international law.

##### IS 398 Research Methods

4 credits

Introduces the basic techniques of political science research and writing. Incorporates the Internet and government documents. Meets the computer literacy requirement for political science and international studies majors.

##### IS 401/501 Research

Credits to be arranged

##### IS 403/503 Thesis

Credits to be arranged

##### IS 405/505 Reading and Conference

Credits to be arranged

##### IS 407/507 Seminar

Credits to be arranged

##### IS 409/509 Practicum

Credits to be arranged

##### IS 450/550 U.S. Foreign Policy

4 credits

Explores the formulation and conduct of U.S. foreign policy from World War II to the present. Prerequisite: IS 350.

##### IS 498 Capstone

2 credits

A capstone experience in which students demonstrate knowledge of global and regional international affairs. Students prepare a resumé and portfolio showcasing their research and writing skills, study abroad experiences, and community and SOU service. Taken as a two-quarter sequence.

## Mathematics

Central 227

541-552-6141

Kemble Yates, Chair

Professors: Sherry Ettlich, John D. Whitesitt,  
Kemble Yates

Associate Professors: Lisa Ciasullo, Daniel  
Kim, Dusty E. Sabo

Assistant Professors: Curtis Feist, Virginia Gray

Instructor: Nancy Imig

Emeritus Faculty: John J. Engelhardt

All mathematics courses are designed to improve students' abilities to think, analyze, and communicate, and, in particular, to use mathematics to express, define, and answer questions about the world. The bachelor's degree program nurtures these abilities while building a solid base in mathematics—a combination highly valued by business, government, industry, and graduate programs in a variety of fields.

The department's primary concern is the development of each student's confidence in using mathematical ideas, approaches, and exposition. Key coursework hones the learner's abilities to critically understand and use mathematics. One of the program goals is to make direct connections between mathematics and the contemporary environment.

## Degrees

BA or BS in Mathematics

BA or BS in Mathematics with Honors  
in Mathematics

## Co-Majors

Business-Mathematics (see page 44)

Mathematics-Computer Science (see page 108)

## Minors

Mathematics

Mathematics Education

## Accelerated Baccalaureate Degree Program

Mathematics majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 155.

## Mathematics Placement Testing

To help students determine the mathematics courses that best meet their needs, the Mathematics Department uses a computerized placement test and encourages students to meet with a mathematics faculty member for individual advising. New students are required to take the mathematics placement test. Please contact the ACCESS Center to find out when upcoming placement testing sessions are scheduled.

Some students, however, may qualify for a transfer placement waiver. Students with prior college mathematics coursework should meet with a mathematics faculty member to determine whether a waiver is appropriate.

The computer system checks prerequisites when processing a student's request to register for a mathematics course. Students must have a C- or better in the prerequisite course or the ap-

appropriate SOU mathematics placement level to register. On rare occasions, a student may have a reasonable substitution for the stated prerequisite. In those situations, the student should see the Mathematics Department chair for clearance before trying to register for the course.

## Curriculum for Nonmajors

The lower division curriculum offers a variety of choices for nonmajors. Consult your advisor or the Mathematics Department to select courses that match your background and goals. Possibilities include:

Liberal arts majors wanting a solid mathematics core should consider Mth 251, 252, 261, and 311.

Prospective elementary and middle school teachers should take Mth 211, 212, 213.

Physical science majors should consult their advisors and consider Mth 251, 252, 253, 261, 281, 321, 361, 421, and 461.

For breadth, others should consider Mth 158 or 243; for more depth, consider Mth 111, 112, 251, and 252.

Majors in any discipline who would like substantial training in applied mathematics can choose from blocks of courses in applied mathematics (Mth 321, 421) and probability and statistics (Mth 361, 461).

Many upper division courses also serve nonmajors.

Prospective elementary, middle school, and high school teachers may select topics in mathematics education (Mth 481/581).

## Enrichment Courses

All students are encouraged to take advantage of the available enrichment courses.

Mathematical Perspectives (Mth 290) presents mathematics as a way of thinking and a body of knowledge important to the development of civilization and the concerns of modern society.

The Mathematical Contest in Modeling is an opportunity for students with suitable backgrounds to compete in a nationwide competition. Teams of three students prepare several weeks in advance for the weekend contest. The contest involves writing up a solution to an open-ended problem to which mathematics may be applied.

## Choosing a Major

Students who wish to major in mathematics should see the department chair to sign up for the major and be assigned an advisor for help with academic and career planning.

All majors take a common core of courses that includes two important coordinating courses: Mathematical Perspectives (Mth 290), which introduces prospective majors to the scope and role of mathematics in the world, and the Senior Colloquium (Mth 490), which helps graduating seniors integrate the diverse elements of their mathematics studies. Majors develop a common knowledge base and maturity in the study of mathematics, with topics courses providing senior-level studies in important areas of mathematics.

## Transfer Students

Transfer students will have full junior standing in the mathematics major if they transfer in the following courses: an approved computer science language (such as Visual BASIC, C++, or Java), a full year of single-variable calculus, and one term of linear algebra. One term of lower division statistics is also recommended.

## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
  - a. students meeting the core curriculum requirements and the mathematics major requirements automatically meet the BS requirements.
  - b. students wishing to receive a BA should pay careful attention to the additional requirements listed on page 22.
2. Complete core curriculum requirements beginning on page 21 or, if qualified, the General Education requirements for transfer students beginning on page 22. Mathematics majors meet the writing and research requirements by successfully completing three required courses: Mathematical Perspectives (Mth 290), Number Structures (Mth 311), and Senior Colloquium (Mth 490).
3. Complete the required courses specified below.
4. No more than two of the upper division requirements may be met with a grade below C-.
5. Complete the capstone.

## Required Courses

### COMPUTER SCIENCE

(3–4 credits)

Must complete by the end of the sophomore year with a grade of C- or better. Select one course from:

Computer Science I (CS 200) .....	4
Computer Science II (CS 257) .....	4
Computer Applications in Chemistry (Ch 371) .....	3
Computer Methods (Ph 380/Engr 373) .....	3

### LOWER DIVISION CORE COURSES

(22 credits)

Calculus I, II, III, IV (Mth 251, 252, 253, and 281)....	16
Linear Algebra (Mth 261) .....	4
Mathematical Perspectives (Mth 290) .....	2

### UPPER DIVISION SEQUENCES

(39–41 credits)

1. Foundations: Number Structures (Mth 311) and Geometry (Mth 411) ..... 9
2. Analysis: Introduction to Real Analysis (Mth 331) and one term of Topics in Analysis (Mth 431) ..... 8
3. Abstract Algebra: Introduction to Algebraic Systems (Mth 341) and one term of Topics in Abstract Algebra (Mth 441) ... 8
4. Probability and Statistics: Probability (Mth 361) and Statistics (Mth 461) ..... 8

- 5a. Differential Equations (Mth 321) and one term of Topics in Applied Mathematics (Mth 421) ..... 8  
or
- 5b. Any two distinct topics of Topics in Middle School and High School Mathematics (Mth 481) ..... 6

## Capstone Experience

(8 credits)

The capstone project is completed by taking the Senior Colloquium (Mth 490) over three terms, usually the fall, winter, and spring terms prior to graduation. The Senior Colloquium allows students to draw on their mathematical background while investigating a topic not readily available in the curriculum. Students research the topic in conjunction with a faculty mentor. As part of the capstone, students produce a final paper and make an oral presentation to a general audience of faculty and mathematics students. One outstanding student is selected to present his or her capstone project at the School of Sciences Undergraduate Research Symposium.

## Mathematics Honors Program

Graduation with honors in mathematics is attained by completing the department's honors program. In their junior year, students must successfully petition the Honors Committee for admission to the honors program. Honors students work with a faculty mentor while independently studying an advanced mathematical topic and preparing an expository thesis (Mth 401 for 8 credits and Mth 403 for 4 credits). In addition, students must complete differential equations (Mth 321) and two topics from both abstract algebra (Mth 441) and analysis (Mth 431). Honors graduates must have a 3.25 GPA in mathematics and a 3.00 overall GPA. Students completing the honors program may have their projects accepted in lieu of the Senior Colloquium (Mth 490).

## Minors

### Mathematics

(26 credits)\*

Calculus I, II (Mth 251, 252) .....	8
Linear Algebra (Mth 261) .....	4
Mathematical Perspectives (Mth 290) .....	2
Approved upper division mathematics† .....	12

### Mathematics Education

(27 credits)\*

Fundamentals of Elementary Mathematics I, II, III (Mth 211, 212, 213)# .....	12
Any five distinct Mth 481 Topics in Middle School and High School Mathematics† .....	15

\*Only one of the upper division requirements may be met with a grade below C-.

†Students seeking both minors may not apply more than two of the Mth 481 topics toward the upper division requirements for the minor in mathematics.

#Students who have taken at least one of the following courses—Math 251, 252, 253, 261, or 281—may apply for the following alterna-

tive 12-credit package: 1) substitute a Math 409 Practicum in which the student assists an instructor in planning and delivering a Mth 211, 212, or 213 course, and 2) additionally substitute one or two courses taken from Mth 251, 252, 253, 261, or 281.

## Affiliations

The Mathematics Department is a member of the American Mathematics Society, the Mathematical Association of America, and the Society for Industrial and Applied Mathematics. These organizations are actively committed to advancing mathematics and maintaining the currency of college mathematics programs.

## Facilities

The Mathematics Department is committed to using technology to enhance student learning. The Computing Services Laboratory is equipped with software specific to mathematics coursework.

The Harry S. Kieval Memorial Mathematics Education Laboratory is well-stocked, with materials available for use by regional educators, preprofessional education students, and students in mathematics education courses.

Located near faculty offices, the Mathematics Study Room provides a space where students may gather regularly to study and socialize. It is equipped with lockers, three computer stations, and numerous other supplies.

## Teacher Licensing

Students who would like to teach math at the middle school or high school level in Oregon public schools must complete specific course requirements in mathematics before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair regarding mathematics requirements and the assignment of an advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools are required prior to application to the MAT program.

Students who wish to teach mathematics at the high school level in Oregon public schools need an Advanced Mathematics Endorsement. The specific course requirements in mathematics are roughly equivalent to the mathematics major at SOU, with three 300-level courses and four 400-level courses. These courses should be completed before applying for admission to the MAT program at SOU. Contact the Mathematics Department chair to obtain the current course listing and a mathematics advisor. All SOU mathematics majors meet these requirements, provided they select the Mth 481 courses for their applied area.

Students who would like to teach mathematics at the middle school level in Oregon public schools should pursue a Basic Mathematics Endorsement. The specific course requirements

in mathematics total 27 credits and comprise coursework applicable to both intermediate and middle school teaching. The elementary/middle school licensure requires 12 of these credits, plus an additional 15 credits to add the Basic Mathematics Endorsement. These courses should be completed before applying for admission to the MAT program. Students completing these courses as part of the undergraduate degree at SOU are eligible for a minor in mathematics education. Contact the Mathematics Department chair to obtain the current course listing and a mathematics advisor.

## Mathematics Courses

All math course prerequisites must be met with a grade of C- or better.

### LOWER DIVISION COURSES

#### Mth 60 Beginning Algebra 4 credits

Builds an understanding of the language of mathematics. Provides exercises in simplifying, graphing, and evaluating expressions involving fractions, negatives, exponents, and variables. Other concepts and topics include absolute value, scientific notation, simple interest, area, and volume. Introduces translation of textual statements into algebraic statements, as well as graphing and the creation of algebraic tables. Includes the use of a graphing calculator.

#### Mth 65 Elementary Algebra 4 credits

Uses graphical, algebraic, and numeric methods to solve linear equations and inequalities in one and two variables. Applies the mathematics to real-world settings. Includes the use of a graphing calculator. Prerequisite: Mth 60 or appropriate SOU placement level.

#### Mth 95 Intermediate Algebra 4 credits

Bridges courses that satisfy the Quantitative Reasoning General Education requirement with courses leading up the calculus track. Focuses on simplifying, evaluating, and solving quadratic equations. Other topics include rational expressions and equations and manipulation of expressions with exponents and square roots. Real-world applications include use of the vertical position formula and the Pythagorean Theorem. Includes the use of a graphing calculator. Prerequisite: Mth 65 or appropriate SOU placement level.

#### Mth 111 Precalculus I: College Algebra 4 credits

Develops skills in algebra and deductive thinking in the real-number setting. Uses algebraic and function concepts to solve problems and analyze applications. Topics include real number properties, absolute value, theory of equations, inequalities, graphs, polynomial and rational functions, and an introduction to complex numbers. Recommended as preparation for Precalculus II (Mth 112). This course does not meet the Quantitative Reasoning General Education requirement. Prerequisite: Mth 95 or appropriate SOU placement level.

#### Mth 112 Precalculus II: Elementary Functions 4 credits

Examines exponential, logarithmic, and trigonometric functions and their graphs and applications. Intended as preparation for Calculus I (Mth 251). Prerequisite: Mth 111 or appropriate SOU placement level. Approved for General Education (Quantitative Reasoning).

#### Mth 158 Elementary Linear Mathematics with Applications 4 credits

Introduces analytic geometry, with an emphasis on linear functions of one or more variables and their graphs. Applications are drawn primarily from the social and management sciences. Topics include lines, planes, systems of linear equations, matrix algebra, and linear programming problems. Credit for Mth 158 is not given to students who have received credit for Mth 261. Prerequisite: Mth 95 or appropriate SOU placement level. Approved for General Education (Quantitative Reasoning).

#### Mth 199 Special Studies 1 to 4 credits

#### Mth 209 Practicum Credits to be arranged

#### Mth 211 Fundamentals of Elementary Mathematics I 4 credits

Introduces the theory of arithmetic for prospective teachers. Topics include set theory, numeration, place value, computational algorithms for whole numbers and integers, computational estimation, mental arithmetic, relations and functions, and number theory. Content is taught within a problem-solving framework using calculators and computers as aids. Three hours of lecture and three hours of laboratory. Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students. Prerequisite: Mth 95 or appropriate SOU placement level. Approved for General Education (Quantitative Reasoning (met after completion of both Mth 211 and 212)).

#### Mth 212 Fundamentals of Elementary Mathematics II 4 credits

Covers rational number arithmetic for prospective teachers. Topics include theory and modeling of fractions, decimals, and percentages; rational and irrational numbers; mental arithmetic and computational estimation; graphing linear and nonlinear functions; and probability and statistics. Content is taught within a problem-solving framework using calculators and computers as aids. Three hours of lecture and three hours of laboratory. Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students. Prerequisite: Mth 211. Approved for General Education (Quantitative Reasoning (met after completion of both Mth 211 and 212)).



**Mth 213 Fundamentals of Elementary Mathematics III**

4 credits

Covers informal geometry and measurement for prospective teachers. Topics include properties of two- and three-dimensional space, the metric system, measurement, estimation, perimeter, area, volume, surface area, congruence motions, similarity motions, and topological motions. Content is taught within a problem-solving framework using calculators and computers as aids. Three hours of lecture and three hours of laboratory. Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students. Prerequisite: Mth 211.

**Mth 235 Discrete Structures**

4 credits

Introduces the mathematical structures fundamental to the study of computer science. Topics selected from sets, functions, combinatorics, statistics, coding theory, logic networks, and Boolean expressions. Prerequisite: Mth 251.

**Mth 243 Elementary Statistics**

4 credits

Emphasizes the basic concepts and techniques of probability, descriptive, and inferential statistics. Topics include describing the distribution of data graphically and numerically, standard scores, normal distribution, empirical rule, sampling distributions, confidence intervals, hypothesis testing of both one and two populations, and linear regression. Introduces appropriate technology to display and analyze data. Appropriate calculators are required. Prerequisite: Math 95 or an appropriate SOU placement level. Approved for General Education (Quantitative Reasoning).

**Mth 244 Applied Inferential Statistics**

4 credits

Presents an assortment of tools from inferential statistics with an emphasis on applications. Reviews the concepts of hypothesis testing and confidence intervals. Introduces probability distributions of test statistics for various inferential statistical problems. Includes Analysis of Categorical Data (Chi-Square Goodness of Fit Test), Analysis of Variance (ANOVA), Nonparametric Statistics, and a brief introduction to Multiple Linear Regression. Applies the concepts and procedures with appropriate software tools for data analysis. Prerequisite: Mth 243.

**Mth 251 Calculus I**

4 credits

Introduces limits, continuity, and differentiation. Applications include linear approximation, graphing techniques, and maximum/minimum problems. Students are introduced to writing precise mathematical arguments. Prerequisite: Mth 112 or appropriate SOU placement level. Approved for General Education (Quantitative Reasoning).

**Mth 252 Calculus II**

4 credits

Introduces integration, developed as a limit of Riemann sums. Covers the first and second forms of the Fundamental Theorem of Calculus, techniques of integration, and numerical inte-

gration. Applications are selected from length, area, volume, work, and motion. Students are expected to understand and reproduce precise mathematical arguments. Prerequisite: Mth 251.

**Mth 253 Calculus III**

4 credits

Introduces differential equations, including separation of variables. Other topics include sequences and series, power series representations of functions, and improper integrals. Prerequisite: Mth 252.

**Mth 261 Linear Algebra**

4 credits

Provides the basic linear algebra necessary for multivariable calculus, differential equations, and abstract algebra. Develops skills for constructing rigorous mathematical proofs. Topics include finite dimensional vector spaces, matrices, linear transformations, and eigenvalue problems. Prerequisite: Mth 252.

**Mth 281 Calculus IV**

4 credits

Applies the concepts of limit, continuity, differentiability, and integrability to multivariate and vector-valued functions. Topics include the study of motion, partial derivatives, and multiple and line integrals. Prerequisites: Mth 252; Mth 261 or Ph 221.

**Mth 290 Mathematical Perspectives**

2 credits

Seminar that presents mathematics as a way of thinking and a body of knowledge important to the development of civilizations. Explores a variety of mathematical topics and history through guest lectures, reading, writing, and student discussion. Prerequisite: Mth 252 (may be taken concurrently).

**Mth 299 Special Studies**

1 to 4 credits

**UPPER DIVISION COURSES****Mth 311 Number Structures**

5 credits

Studies the essential features of the real number system and the organization of number systems in general. Stresses logical development, precise notation, and written exposition. Includes axiomatic developments, set and function theory, division algorithm, congruence, completeness, Archimedean Principle, denseness, and infinite sets. Prerequisites: Mth 261; Wr 122 or Core 103.

**Mth 321 Differential Equations**

4 credits

Introduces the theory and application of ordinary differential equations. Analyzes problems from the natural and physical sciences, with emphasis on finding and interpreting solutions. Topics selected from separable equations, linear equations, power series solutions, Laplace Transforms, and systems of linear equations. Prerequisite: Mth 253 or Ph 371.

**Mth 331 Introduction to Real Analysis**

4 credits

Studies the basic analytic structure of real numbers. Topics include sequences; continuity; uniform continuity; properties of functions on closed, bounded sets; and an introduction to metric spaces. Prerequisites: Mth 253 and 311.

**Mth 341 Introduction to Algebraic Systems**

4 credits

Presents abstract groups to demonstrate the fundamental strategies used to study algebraic structures such as subsystems, morphisms, and quotient systems. Includes a brief overview of some alternative algebraic systems. Prerequisite: Mth 311.

**Mth 361 Probability**

4 credits

Covers the theory and applications of probability. Topics include laws of probability, Bayes theorem, principles of counting, combinatorics, random variables, discrete and continuous probability distributions, and expected values. Mth 243 recommended. Prerequisite: Mth 281.

**Mth 399 Special Studies**

1 to 4 credits

**Mth 401/501 Research**

1 to 4 credits

**Mth 403/503 Thesis**

1 to 4 credits

**Mth 405/505 Reading and Conference**

1 to 4 credits

**Mth 407/507 Seminar**

Credits to be arranged

**Mth 409/509 Practicum**

Credits to be arranged

**Mth 411/511 Topics in Foundations and Geometry**

4 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Geometry.** An axiomatic development of a variety of geometries. Prerequisite: Mth 311.

**Mth 421/521 Topics in Applied Mathematics**

4 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Partial Differential Equations.** Introduces diffusion, wave, and Laplace equations; separation of variables; and Fourier series. Prerequisites: Mth 281 and 321.

**Optimization.** Introduces linear programming and nonlinear optimization. Prerequisites: Mth 261 and CS 200 or 257.

**Mth 431/531 Topics in Analysis**

4 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Metric Spaces.** Extends analytic concepts to general metric spaces and mappings. Includes metric topology, convergence, continuity, and compactness. Prerequisite: Mth 331.

**Complex Analysis.** Studies complex numbers, mappings, differentiation, and integration. Prerequisite: Mth 331.

**Integration.** Introduces Lebesgue and Riemann integration.

**Infinite Series.** Extends the analysis of infinite series to series of functions. Topics include uniform convergence, power series, and trigonometric series. Prerequisites: Mth 253 and 331.

#### Mth 441/541 Topics in Abstract Algebra 4 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Groups.** Involves careful study of groups, including normal subgroups, group morphisms, isomorphism theorems, and the Sylow or the equivalent structure theorems. Prerequisite: Mth 341.

**Rings.** Involves careful study of rings, including integral domains, Euclidean domains, and other algebraically related structures. Uses quotient rings, ideals, and ring homomorphisms to establish the existence of solutions to certain polynomials. Prerequisite: Mth 341.

#### Mth 461/561 Topics in Probability and Statistics 4 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Statistics.** Explores the theory and applications of inferential statistical procedures. Topics include interval estimation and testing for means, variances, proportions, tests of independence and goodness-of-fit, linear regression and correlation, and nonparametric statistics. Mth 243 recommended. Prerequisite: Mth 361.

#### Mth 481/581 Topics in Middle School and High School Mathematics 3 to 5 credits each

The following and other topics are offered as needed. Repeat credit is offered for distinct topics.

**Arithmetic and Algebraic Structures.** Studies the real number system and its subsystems, which leads to the introduction of more general algebraic structures and their applications. Includes applications to middle school mathematics, high school general mathematics, and first-year algebra curriculum. Prerequisite: Mth 212 or 251.

**Experimental Probability and Statistics.** Examines probability and statistics through lab experiments, simulations, and applications. Includes applications to middle school and high school general mathematics curricula. Prerequisite: Mth 212, 243, or 251.

**Informal Geometry.** Focuses on understanding the theory behind selected topics in the high school geometry curriculum. Attention is given to the informal background necessary for appreciation of formal development. Prerequisite: Mth 213 or 251.

#### Mth 490 Senior Colloquium 2 to 4 credits

A directed project organized around a theme that necessitates a synthesis of a variety of concepts in the undergraduate mathematics curriculum. Includes a major writing component. Prerequisites: Senior standing in the mathematics major, Mth 311, and completion of at least two of the upper division sequences required for the major.

## Mathematics-Business

See *Business-Mathematics* on page 44.

## Mathematics-Computer Science

Central 228

541-552-6578

Kemble Yates (Mathematics), Advisor

Computing Services 219

541-552-6976

Daniel Wilson (Computer Science), Advisor

Many technological sectors require individuals with strong backgrounds in both mathematics and computer science. The mathematics-computer science co-major provides students with training in both areas.

Students should plan their programs carefully with advisors from both the Mathematics and Computer Science Departments.

## Mathematics Requirements

(43 credits)

Discrete Structures (Mth 235) .....	4
Calculus I, II, III (Mth 251, 252, 253) .....	12
Linear Algebra (Mth 261) .....	4
Mathematical Perspectives (Mth 290) .....	2
Number Structures (Mth 311) .....	5
Introduction to Algebraic Systems (Mth 341) .....	4
Three additional upper division mathematics courses. Choose from: Mth 321, 331, 361, 421,* 431,* 441,* or 461* (at least one must be at the 400 level) .....	12

## Computer Science Requirements

(32 credits)

Computer Science II (CS 257) .....	4
Computer Science III (CS 258) .....	4
Machine Structures and Assembly Language (CS 275) .....	4
C and UNIX (CS 367) .....	4
Data Structures (CS 411) .....	4
Three additional upper division computer science courses with CS prefix as approved by CS advisor .....	12

## Capstone Experience Requirement

(8 credits)

Capstone Project I, II (CS 470, 471)* .....	8
Senior Colloquium (Mth 490)* .....	8

\*May require additional prerequisites.

## Music

Music 140

541-552-6101

Paul T. French, Chair

Professors: Margaret R. Evans, Paul T. French

Associate Professors: Rhett L. Bender,

Cynthia Hutton, Alexander Tutunov

Assistant Professors: Fredna Grimland,

Terry Longshore

Adjunct Faculty: Todd Barton, Patricia Berlet,

Scott Cole, Kristina Foltz, Larry Hudson,

Laurie Hunter, Walker Kermod, Kristen

Kessler, Phebe Kimball, David MacKenzie,

Don Matthews, Katheryn McElrath, David

Miller, Ellie Murray, Patricia O'Scannell, Faina

Podolnaya, David Rogers, Jody Schmidt, Kirby

Shaw, Wayne Slawson, Lisa Truelove, Stephen

Truelove, Michael Vannice, David Wolf

The Department of Music offers music majors and minors an integrated curriculum designed to teach the varied skills necessary for a professional career in music and to develop the student's understanding and appreciation for the art of music. Coursework combines class and individual instruction by nationally and internationally renowned artists with innovative, computer-aided instruction. Curricular offerings are designed to enable highly motivated students with diverse musical backgrounds to become skilled musicians capable of making artistic musical contributions to society as performers, educators, composers, scholars, music-business professionals, and active supporters and appreciators of music.

SOU has been designated by the Oregon University System as a Center of Excellence in the Fine and Performing Arts. The Department of Music is fully accredited by the National Association of Schools of Music. The faculty is dedicated to promoting a positive, student-centered environment in which students—by performance, creative activity, research, scholarship, and teaching opportunities—develop the skills, independence of thought, and discipline to fulfill their musical aspirations.

## Bachelor of Arts (BA) or Science (BS) in Music

Music majors receive a BA or BS in music by successfully completing the 66 credits required for the music Core Curriculum. The Core Curriculum provides students with a solid background in music theory, aural skills, music history, and solo and ensemble performance skills, while allowing ample credits for exploration of other academic disciplines or more specialized areas within the Department of Music. Students desiring intensive study in career-specific areas of music may take additional coursework in Music Instruction, Music Performance, or Music Composition. Additionally, the music-business co-major is offered through the Department of Music and School of Business.

## Music Instruction Concentration

The Music Instruction concentration is intended for students preparing to enter the teaching profession as general music teachers or primary or

secondary music directors. In addition to the 57 nonelective credits required for the BA/BS degree (Music Core), students take the additional 33 credits listed in the Music Instruction concentration, bringing their total to 90 music credits. Note: The 15 elective credits in the Music Core may be applied to the Music Instruction concentration. Completion of this concentration prepares students for the Master of Arts in Teaching (MAT) degree and certification required for public school music teachers in Oregon.

### Music Performance Concentration

The Music Performance concentration is an intensive course of study for those students planning to pursue graduate school and more advanced study in music. In addition to the 57 nonelective credits required for the BA/BS degree (Music Core), students complete the 59 credits listed in the Performance concentration, bringing their total to 116 music credits. Note: The 15 elective credits in the Music Core may be applied to the Music Performance concentration, which is available in piano, organ, voice, guitar, and most wind and brass instruments.

### Music Composition Concentration

The Music Composition concentration teaches classical composition techniques, drawing on both traditional and contemporary models. In addition to the 57 nonelective credits required for the BA/BS degree (Music Core), students complete the additional 57 credits listed in the Composition Emphasis, bringing their total to 114 music credits. Note: The 15 elective credits in the Music Core may be applied to the Music Composition concentration. For admission to the Music Composition concentration, students must pass a 390 hearing in their applied area and submit two compositions of contrasting style to the composition faculty for evaluation.

### Music-Business

The music-business degree is a co-major offered by the Department of Music and the School of Business. It is intended for students interested in combining music and business in a variety of creative ways, including arts management and music retail. Students complete 40 credits in the School of Business and 48 credits in the Department of Music and must complete the requirements listed under *Requirements for the Major* in the music-business section below.

### Music Minor and Nonmajor Course Offerings

Music minor course offerings include a selection of courses taken from the Music Core Curriculum (see list below). Nonmajors may participate in a number of courses, including all ensembles (some by audition), all history classes, and class lessons in guitar, piano, and voice. Private lessons in piano, organ, voice, strings, and most wind and brass instruments are available to qualified students, as space allows.

### Musical Organizations

The following organizations are open to qualified students by instructor consent: Concert Choir, Chamber Choir, Jefferson State Choral Coalition, Opera Workshop, Collegium Musicum, Symphonic Band, Instrumental Jazz

Ensemble, Rogue Valley Symphony Orchestra, Youth Symphony of Southern Oregon, Saxophone Quartet, Clarinet Ensemble, Percussion Ensemble, Woodwind Quintet, Gamelan Ensemble, and Performing Chamber Ensemble. In addition to serving as an integral part of the musical training of majors, these organizations enable nonmajors to participate in musical performances. Students may serve the department and community by joining the local chapter of Music Educators National Conference (MENC), the largest association dedicated exclusively to the advancement of music education.

### Scholarships

There is a limited number of performance scholarships available to outstanding students who are planning to major in music. These scholarships are awarded on the basis of a performance audition held in February for the following academic year. Applications are available at the Music Department or online at [www.sou.edu/music](http://www.sou.edu/music).

### Degrees

BA or BS in Music

BA or BS in Music-Business

Master of Music in Conducting

### Minor

Music

### Requirements for the Major

All music majors must:

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Pass an entrance audition on their major instrument. The audition is offered at the beginning of fall term, at the end of each term, and at scholarship auditions.
3. Pass all sequential music theory and aural skills courses with a grade of C or better to continue.
4. Take Mus 292 Piano Proficiency until they have successfully completed the piano proficiency exam.
5. All music majors taking applied lessons are required to perform before a jury or complete an assessment project at the end of each term.
6. Pass the MuP 390 hearing before moving from lower division MuP 290 to upper division MuP 390 applied level.
7. Maintain a 2.75 GPA in music courses.
8. Pass ten terms of the 0-credit, P/NP Convocations/Concerts course. For transfer students, the number of terms required depends on the number of applied music credits transferred.
9. Complete the Capstone Experience (Mus 400), which comprises a project and research paper. Students should consult their department advisor to determine the exact nature of their capstone experience.

### Music Core

(57 credits)

Convocation (Mus 165) .....	0
Music Theory IA (Mus 121) .....	2
Aural Skills IA (Mus 124) .....	2
Music Theory IB (Mus 122) .....	2
Aural Skills IB (Mus 125) .....	2
Music Theory IC (Mus 123) .....	2
Aural Skills IC (Mus 126) .....	2
Music Theory IIA (Mus 221) .....	2
Aural Skills IIA (Mus 224) .....	2
Music Theory IIB (Mus 222) .....	2
Aural Skills IIB (Mus 225) .....	2
Music Theory IIC (Mus 223) .....	2
Aural Skills IIC (Mus 226) .....	2
Music of Nonwestern Culture (Mus 202) .....	4
Medieval and Renaissance (Mus 360) .....	3
Baroque and Classical (Mus 361) .....	3
Romantic through Contemporary (Mus 362) .....	3
Symphonic Band or Concert Choir (Mus 395/397) .....	3
or Rogue Valley Symphony Orchestra (Mus 396) .....	3
or Youth Symphony Orchestra (Mus 398) .....	6
Applied Lessons (MuP 190) .....	6
Applied Lessons (MuP 290) .....	6
Capstone (Mus 400) .....	2

### Music Electives (Upper Division)

(9 credits)

Art and Music of the Twentieth Century (Mus 311) .....	4
Conducting (Mus 323) .....	2
Instrumental Conducting (Mus 324) .....	2
Choral Conducting (Mus 325) .....	2
Vocal Methods (Mus 330) .....	2
Percussion Methods (Mus 331) .....	2
Woodwind Methods (Mus 332) .....	2
Brass Methods (Mus 333) .....	2
String and Orchestra Methods (Mus 346) .....	2
Electronic and Computer Music (Mus 355) .....	2
Digital Tools (Mus 358) .....	3
Introduction to Music Education (Mus 372) .....	2
Elementary General Music Methods (Mus 373) .....	3
Secondary Choral Methods and Materials (Mus 374) .....	3
Secondary Band Methods and Materials (Mus 375) .....	3
Ensemble Courses (choose from Mus 385, 389, 394, 395, 396, 397, 398, or 495) .....	1
Collegium Musicum (Mus 406) .....	1
Form and Analysis (Mus 440) .....	3
Orchestration (Mus 441) .....	3
Counterpoint (Mus 442) .....	3
Composition Survey (Mus 443) .....	3
Applied Lessons (Mup 390) .....	1 each term
Applied Lessons (Mup 490) .....	1 each term
Junior Recital (Mus 350) .....	1
Senior Recital (Mus 450) .....	2

### Music Instruction Concentration

(33 credits)

Music Conducting (Mus 323) .....	2
Instrument Conducting (Mus 324) .....	2
Choral Conducting (Mus 325) .....	2
Vocal Methods (Mus 330) .....	2
Percussion Methods (Mus 331) .....	2
Woodwind Methods (Mus 332) .....	2
Brass Methods (Mus 333) .....	2
String and Orchestra Methods (Mus 346) .....	2
Introduction to Music Education (Mus 372) .....	2
Elementary General Music Methods (Mus 373) .....	3
Secondary Choral Methods and Materials (Mus 374) .....	3



Secondary Band Methods and Materials (Mus 375) .....	3
Symphonic Band or Concert Choir (Mus 395/397) or Rogue Valley Symphony Orchestra (Mus 396) or Youth Symphony Orchestra (Mus 398), (in addition to the 6 required for the BA/BS degree) ..	6
Applied Lessons (Mus 390) .....	0
Music electives.....	0

## Music Performance Concentration

(59 credits)

Applied Lessons (Mus 290) (in addition to the 6 required for the BA/BS degree) .....	6
Applied Lessons (Mus 390) .....	12
Applied Lessons (Mus 490) .....	12
Conducting (Mus 323) .....	2
Ensemble courses (choose from Mus 385, 389, 394, 395, 396, 397, 398, or 495) (in addition to the 6 required for the BA/BS degree) .....	12
Junior Recital (Mus 350) .....	1
Senior Recital (Mus 450) .....	2
Special Topic: Theory (Mus 445) .....	9
Special Topic: History (Mus 460) .....	3
Music electives.....	0

## Music Composition Concentration

(57 credits)

Composition Colloquium (Mus 166) .....	0
Applied Composition (MuP 390) .....	12
Applied Composition (MuP 490) .....	12
Conducting (Mus 323) .....	2
Instrumental Conducting (Mus 324) .....	2
Choral Conducting (Mus 325) .....	2
Ensemble courses (choose from Mus 385, 389, 394, 395, 396, 397, 398, or 495) (in addition to the 6 required for the BA/BS degree) .....	6
Junior Recital (Mus 350) .....	1
Senior Recital (Mus 450) .....	2
Composition Survey (Mus 443) .....	3
Special Topic: Theory (Mus 445) .....	9
Special Topic: History (Mus 460) .....	6

## Music-Business Co-Major

Students interested in the music-business co-major should refer to page 114 of this catalog.

## Minor

(29 credits)

Music Theory I (Mus 121, 122, 123) .....	6
Aural Skills I (Mus 124, 125, 126) .....	6
Fundamentals of Conducting (Mus 323) .....	2
History of Music (Mus 360, 361, 362) (choose two) ..	6
Applied Music (MuP 170) .....	3
Upper division electives.....	6

## Teacher Licensing

Students who would like to teach music at the early childhood/elementary or middle school/high school level in Oregon public schools must complete a bachelor's degree in music before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the Department of Music for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

## Applied Music Courses

See *Course Prerequisites Policy* on page 16.

### LOWER DIVISION COURSES

#### MuP 170, 270, 370, 470 Applied Music

2 credits each

For non-music majors or majors taking a secondary instrument. Provides individual lessons in voice, piano, organ, classical guitar, percussion, wind, and string instruments.

#### MuP 190, 290, 390, 490 Applied Music

2 or 4 credits each

For music majors only. Provides individual lessons in voice, piano, organ, classical guitar, percussion, wind, and string instruments.

### GRADUATE COURSES

#### MuP 590 Applied Music

1 or 2 credits each

Offers individual instruction in voice, organ, piano, guitar, band, and orchestral instruments.

## Music Courses

See *Course Prerequisites Policy* on page 16.

### LOWER DIVISION COURSES

#### Mus 100 Music Fundamentals

3 credits

Offers music theory for the non-music major or pre-music major. Students learn to read music notation, study musical scales and rhythms, practice ear training, and develop simple song-writing skills. Prepares students for Mus 121.

#### Mus 121 Music Theory IA

2 credits

Offers intensive study of music theory for the music major or minor. Reviews notation, scales, keys, meter, intervals, triads, figured bass, cadences, and nonharmonic tones. Includes practical experience with keyboard harmony. All prospective Mus 121 students must take a placement examination covering music rudiments. Prerequisite: Ability to read music. Corequisite: Mus 124.

#### Mus 122 Music Theory IB

2 credits

Offers intensive study of music theory for the music major or minor. Covers melodic organization, texture, voice leading in two and four voices, and harmonic progressions. Includes practical experience with keyboard harmony. Prerequisites: Mus 121 and 124. Corequisite: Mus 125.

#### Mus 123 Music Theory IC

2 credits

Offers intensive study of music theory for the music major or minor. Covers seventh chords, modulation, secondary dominants, binary, and ternary form. Includes practical experience with keyboard harmony. Prerequisites: Mus 122 and 125. Corequisite: Mus 126.

#### Mus 124 Aural Skills IA

2 credits

Develops basic sight-singing and ear-training skills utilizing diatonic melodies and harmonies with simple and compound rhythms. Corequisite: Mus 121.

#### Mus 125 Aural Skills IB

2 credits

Develops basic sight-singing and ear-training skills utilizing diatonic melodies and harmonies with simple and compound rhythms. Prerequisite: Mus 124. Corequisite: Mus 122.

#### Mus 126 Aural Skills IC

2 credits

Develops basic sight-singing and ear-training skills utilizing diatonic melodies and harmonies with simple and compound rhythms. Prerequisite: Mus 125. Corequisite: Mus 123.

#### Mus 165 Convocations/Concerts

0 credits

Music majors attend weekly meetings and a required number of concerts each term, as determined by the music faculty. Ten terms of this course are required by all music majors prior to graduation.

#### Mus 181 Class Lessons in Voice

2 credits

Covers the fundamentals of correct voice production. Includes breathing, breath control, registration, elementary study of vowels and consonants, phrasing, style, interpretation of elementary songs, poise, posture, and stage presence.

#### Mus 184 Chamber Ensemble

1 credit

Students work in small ensembles with intensive performing preparation. Includes but is not limited to: brass quintet, clarinet ensemble, Gamelan ensemble, guitar ensemble, percussion ensemble, saxophone quartet, string quartet, vocal ensemble, and woodwind quintet. Available for most instruments and voice. Auditioned.

#### Mus 185 Jazz Ensemble

1 credit

Develops individual performance abilities in a large jazz ensemble framework. Literature covers a wide range of jazz styles emphasizing jazz ensemble playing and improvisation. Auditioned.

#### Mus 189 Jefferson State Choral Coalition

1 credit

Develops individual vocal performance abilities through a University or community large-group setting. Repertoire to include the best of American popular music with an emphasis in jazz. Auditioned.

#### Mus 191 Raider Athletic Band

1 credit

Provides a laboratory experience. Integrates School spirit activity with musical performance. The Raider Band serves as the musical entertainment for all Southern Oregon University home football and basketball games. There are no prerequisites; all students with the appropriate instrumental experience and school spirit are encouraged to participate.

#### Mus 192 Class Lessons in Piano

2 credits

Offers elementary keyboard lessons in a class setting.

**Mus 195 Symphonic Band**

1 credit

Develops individual performance abilities in a large-group framework. Literature covers a wide range of symphonic music appropriate for band. Auditioned.

**Mus 196 Rogue Valley Symphony Orchestra**

1 credit

Develops individual performance abilities in a large-group framework. Literature covers a wide range of symphonic music appropriate for orchestra. Qualified students must be admitted by audition to the Rogue Valley Symphony Orchestra.

**Mus 197 Concert Choir**

1 credit

Develops individual performance abilities in a large group framework. Literature covers a wide range of music such as oratorio, double chorus, and a cappella compositions.

**Mus 198 Youth Symphony of Southern Oregon**

1 credit

Develops individual performance abilities in a large group framework. Literature covers a wide range of orchestral literature appropriate for the ability level of the ensemble. Auditioned.

**Mus 199 Special Studies**

1 to 18 credits

**Mus 201 Music of Western Culture**

4 credits

Surveys historical periods and musical styles from European cultural roots. Includes the historical development of Western music from its roots in Greek culture to the present day. Emphasizes style periods from the Middle Ages to the present. Approved for General Education (Explorations).

**Mus 202 Music of Nonwestern Culture**

4 credits

Surveys nonwestern musical cultures. Focuses on musical events in cultural regions throughout the world, including north and south India, the Middle East, China, Japan, Indonesia, Latin America, sub-Saharan Africa, Native American culture, and ethnic North America. Approved for General Education (Explorations).

**Mus 203 American Jazz**

4 credits

Explores American jazz music and culture. Teaches the history of American jazz, the musical innovations that distinguished it from the previous era, and the social events that contributed to those innovations. Surveys influential musicians, their instruments, and their major bands. Presents examples of these artists' musical contributions. Approved for General Education (Explorations).

**Mus 221 Music Theory IIA**

2 credits

Studies eighteenth-century counterpoint, fugue, chromatic harmony, borrowed chords, Neapolitan sixth chords, and augmented sixth chords. Includes practical experience with keyboard harmony. Prerequisite: Mus 123. Corequisite: Mus 224.

**Mus 222 Music Theory IIB**

2 credits

Analyzes classical period music, including variation technique, sonata form, and rondo. Also examines extended harmony; ninth, eleventh, and thirteenth chords; altered dominants; and chromatic mediants. Includes practical experience with keyboard harmony. Prerequisite: Mus 221. Corequisite: Mus 225.

**Mus 223 Music Theory IIC**

2 credits

Examines music of the nineteenth and twentieth centuries, including romantic, post-romantic, impressionistic, twelve-tone technique, and contemporary. Includes practical experience with keyboard harmony. Prerequisite: Mus 222. Corequisite: Mus 226.

**Mus 224 Aural Skills IIA**

2 credits

Develops sight-singing and ear-training skills utilizing harmonies through secondary dominant and leading tone. Prerequisite: Mus 126. Corequisite: Mus 221.

**Mus 225 Aural Skills IIB**

2 credits

Develops sight-singing and ear-training skills utilizing harmonies through the Neapolitan and augmented sixth chords. Prerequisite: Mus 224. Corequisite: Mus 222.

**Mus 226 Aural Skills IIC**

2 credits

Develops sight-singing and ear-training skills utilizing harmonies through the ninth, eleventh, and thirteenth chords. Prerequisite: Mus 225. Corequisite: Mus 223.

**Mus 238 Class Lessons in Guitar**

2 credits

Examines elementary guitar techniques and styles, with emphasis on elementary singing and secondary general music classes. Students must furnish their own acoustic guitar.

**Mus 292 Piano Proficiency**

2 credits

Prepares music majors with limited piano skills for the piano proficiency examination. Emphasizes major and harmonic minor scales, sight reading, harmonization, chord progression, and repertoire building. Music majors and pre-majors only.

**UPPER DIVISION COURSES****Mus 311 Art and Music of the Twentieth Century to Present**

4 credits

Offers an interdisciplinary survey of the visual arts and music from the twentieth century to present. Examines the intersections, cross-influences, and significant archetypes of visual art and music. Covers modernism, postmodernism, primitivism, minimalism, futurism, and popular culture. ArtH 202 and Mus 201 recommended. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with ArtH 311.)

**Mus 315 Business of Music**

3 credits

Introduces various aspects of the music business, such as songwriting; copyright; publishing; music in the marketplace, broadcasting, and film; business affairs; the record industry; and career planning and development.

**Mus 323 Fundamentals of Conducting**

2 credits

Develops basic skills in the art of conducting. Covers baton techniques, phrasing, style, and cuing.

**Mus 324 Conducting: Instrumental Methods**

2 credits

Develops conducting techniques for instrumental ensembles. Prerequisites: Mus 323 and completion of vocal and piano proficiencies.

**Mus 325 Conducting: Choral Methods**

2 credits

Develops conducting techniques for choral organizations. Prerequisites: Mus 323 and completion of vocal and piano proficiencies.

**Mus 330 Vocal Methods**

2 credits

Covers strategies for teaching classical vocal technique. Topics include vocal pedagogy (physiology and methods), choral and solo singing, age- and gender-specific issues, care of the voice, and an overview of standard resources, research materials, and beginning repertoire. Curriculum involves written materials, studio observations, and teaching practicum.

**Mus 331 Percussion Methods**

2 credits

Introduces the family of percussion instruments, including the snare drum, keyboard percussion, auxiliary percussion instruments, timpani, drum set, and hand percussion. Students learn basic techniques as well as diagnostic skills to apply as band directors.

**Mus 332 Woodwind Methods**

2 credits

Introduces the flute, oboe, clarinet, saxophone, and bassoon. Students learn how to play and teach woodwinds, in addition to studying diagnostic skills they can apply as band directors.

**Mus 333 Brass Methods**

2 credits

Introduces the trumpet, horn, trombone, baritone, and tuba. Students learn how to play and teach brass instruments, in addition to studying diagnostic skills they can apply as band directors.

**Mus 346 String and Orchestra Methods**

2 credits

Introduces string instruments, stressing tone production and fundamental playing technique. Students learn how to play and teach violin, viola, and cello, in addition to studying diagnostic skills to apply as orchestra directors.

**Mus 350 Junior Recital**

1 credit

Solo recital performance and preparation. Half recital consisting of twenty-five minutes of music given during Music Convocation. Consent of department chair required.

**Mus 351 Accompanying**

1 credit

Addresses principles of playing artistic accompaniments for vocal and instrumental soloists and groups. Practical experience is arranged and supervised. A maximum of 4 credits from Mus 351 may be counted as ensemble credit. Prerequisite: Instructor consent.

**Mus 355 Electronic and Computer Music**

3 credits

Enables students to gain expertise by working on creative projects using digital and analog synthesis, MIDI software, sequencing, notation, digital recording and processing, and Internet music applications. Mus 100 and 201 recommended. Prerequisites: Basic computer literacy and completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Mus 358 Digital Tools for Interdisciplinary Synthesis: Music as Metaphor**

3 credits

Involves hands-on learning and composing of electronic music using the Metasynth Studio Bundle, an integrated software package with digital sample editing, MIDI sequencing, multi-track mixing, effects processing, and advanced synthesis. Listening assignments cover the basic history of electronic music. Prerequisites: Competency on Macintosh computers, the ability to read music, and completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Mus 360 History of Music: Medieval and Renaissance**

3 credits

Examines the development of western European art music from ancient Greek music through the medieval and Renaissance periods. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Mus 361 History of Music: Baroque and Classical**

3 credits

Examines the development of western European art music from 1600 through 1830, including the baroque and classical periods. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Mus 362 History of Music: Romantic and Contemporary**

3 credits

Examines the development of western European art music from the romantic period through contemporary music. Covers music styles of the twentieth century, including serialism, impressionism, expressionism, minimalism, and musique concrete. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Mus 372 Introduction to Music Education**

2 credits

Covers the social, psychological, historical, and philosophical principles of music education in school, studio, administration, and business. Follows the MENC national standards and Oregon standards. Explores possibilities for use of technology in the music classroom. Attends to information covered in PRAXIS and preparation for teacher certification.

**Mus 373 Elementary Choral Music Methods and Materials**

3 credits

Addresses instruction of choral and vocal skills in a sequential approach for elementary students in the music classroom through singing, playing, listening, moving, creating, improvising, and conducting. Introduces the techniques of Orff, Kodaly, and Dalcroze. Includes song repertoire and children's choir organization, rehearsal, and literature. Field observation is an integral component.

**Mus 374 Secondary Choral Music Methods and Materials**

3 credits

Addresses instruction of choral and vocal skills in a sequential approach for secondary students and the organization and administration of middle school and high school choral programs. Includes introductions to sight-reading series, texts for the ensemble class, and choral repertoire. Emphasizes vocal pedagogy and the changing voice and includes score analysis and rehearsal preparation, planning, and techniques. Field observation is an integral component.

**Mus 375 Secondary Band Methods and Materials**

3 credits

Covers a comprehensive study of the daily requirements of the school band director. Topics include band history, band management, instrument repair, marching band, choosing graded repertoire, rehearsal planning, and rehearsal techniques. Instrumental techniques emphasize students' secondary instruments.





**Mus 384 Chamber Ensemble**

1 credit each term

Students work in small ensembles with intensive performing preparation. Includes but is not limited to: brass quintet, clarinet ensemble, Gamelan ensemble, guitar ensemble, percussion ensemble, saxophone ensemble, string quartet, and vocal ensemble. Available for most instruments and voice. Auditioned.

**Mus 385 Jazz Ensemble**

1 credit

Develops individual performance abilities in a large jazz ensemble framework. Literature covers a wide range of jazz ensemble playing and improvisation. Auditioned.

**Mus 389 Jefferson State Choral Coalition**

1 credit each term

Develops individual vocal performance abilities in a university or community large-group setting. Repertoire to include the best of American popular music with an emphasis on jazz. Auditioned.

**Mus 394 Chamber Choir**

1 credit

A select ensemble dedicated to the highest levels of artistic choral singing. Performs a full spectrum of the finest classical choral literature, from the Renaissance to newly composed and commissioned works. Open to all SOU students by audition. Performs quarterly concerts at SOU and takes an annual tour. Group members should plan to sing for the full year.

**Mus 395 Symphonic Band**

1 credit each term

Develops individual performance abilities in a large-group framework. Literature covers a wide range of symphonic music appropriate for band. Auditioned.

**Mus 396 Rogue Valley Symphony Orchestra**

1 credit each term

Develops individual performance abilities in a large-group framework. Literature covers a wide range of symphonic music appropriate for orchestra. Qualified students must be admitted by audition.

**Mus 397 Concert Choir**

1 credit each term

Develops individual performance abilities in a large-group framework. Literature covers a wide range of music, including oratorio, double chorus, and a cappella compositions. Ensemble course.

**Mus 398 Youth Symphony of Southern Oregon**

1 credit

Develops individual performance abilities in a large-group framework. Literature covers a wide range of orchestral literature appropriate for the ability level of the ensemble. Auditioned.

**Mus 399 Special Studies**

Credits to be arranged

**Mus 400 Capstone Experience**

2 credits

Students perform a recital or special project and complete a research paper. Project details are determined by the departmental advisor.

**Mus 401 Research**

Credits to be arranged

**Mus 403 Thesis**

Credits to be arranged

**Mus 406 Collegium Musicum (Early Music Ensemble)**

1 credit

Teaches how to play and sing Renaissance and medieval music. Focuses on the recorder, crumhorn, viola da gamba, and other period instruments in a relaxed setting. In addition to technique, explores issues of interpretation, embellishment, notation, phrasing, and articulation using treatises and source materials of the period.

**Mus 407 Seminar**

Credits to be arranged (maximum 15 undergraduate credits)

**Mus 408 Workshop**

Credits to be arranged

**Mus 409 Practicum**

Credits to be arranged

**Mus 440/540 Form and Analysis**

3 credits

Students analyze and compose using the forms and techniques of the common practice period: binary, ternary, rounded binary, sonata form, theme and variation, rondo, and fugue. Prerequisites: Mus 223, 226, and completion of vocal and piano proficiencies.

**Mus 441/541 Principles of Orchestration**

3 credits

Students review orchestral groups in an instrument-by-instrument breakdown; study melody and harmony in strings, winds, brasses; learn to write for combined groups; and examine different ways of orchestrating the same music. Prerequisites: Mus 223, 226, and completion of vocal and piano proficiencies.

**Mus 442/542 Principles of Counterpoint**

3 credits

Students learn basic sixteenth- and eighteenth-century counterpoint techniques by analyzing and composing music in the style of Palestrina and Bach. Prerequisites: Mus 223, 226, and completion of vocal and piano proficiencies.

**Mus 443/543 Music Composition Survey**

3 credits

Develops various compositional techniques by composing short, focused works and listening, discussing, and analyzing music. Techniques are discovered by listening and analyzing music from diverse traditions such as Gregorian chant to Noh Drama, from Gamelan to minimalist, from Bach to Cage, from India to Africa. Prerequisites: Mus 223, 226, and completion of vocal and piano proficiencies.

**Mus 445 Special Topic: Theory**

3 credits

Studies advanced theory topics in depth. Topics may include Schenker Analysis, Forte Pitch-Set Analysis, and Theory of Romantic Period Music, or Theory of Post-Romantic Period. May be taken multiple times. Prerequisites: Mus 221, 222, 223.

**Mus 446 Theory in Performance**

3 credits

Students present a work of music in recital directed by music faculty. Presentation and preparation include thorough historical research, musical analysis, and lecture. May be taken multiple times. Auditioned. Prerequisites: Mus 221, 222, 223, and instructor consent.

**Mus 450 Senior Recital**

2 credits

Solo recital performance and preparation. Full recital consisting of fifty minutes of music given during term registered. Prerequisite: Department chair consent.

**Mus 460 Special Topic: History**

3 credits

Studies advanced music history topic in depth. Topics may include symphony, chamber music, opera, music notation, J. S. Bach, Mozart, Beethoven, Wagner, Mahler, Stravinsky, and the Second Viennese School. May be taken multiple times. Prerequisites: Mus 360, 361, 362.

**Mus 495/595 University-Civic Wind Ensemble**

1 credit

Develops individual performance abilities in a select, small-group framework. Literature includes chamber music for winds and percussion, as well as music for wind ensemble. The repertoire covers a wide range of musical periods and styles. This is an advanced group that requires independent preparation by individuals. Auditioned. Corequisite: Mus 395.

**GRADUATE COURSES****Mus 501 Research\***

Credits to be arranged

**Mus 503 Thesis**

Credits to be arranged

**Mus 505 Reading and Conference\***

Credits to be arranged

**Mus 507 Seminar\***

Credits to be arranged

**Mus 508 Workshop**

Credits to be arranged

**Mus 509 Practicum\***

Credits to be arranged

**Mus 596 Orchestra**

1 credit

Develops individual performance abilities within a group framework. Includes a compilation of practical orchestra concert literature.

\*Mus 501, 505, 507, and 509 are limited to 9 credits singly or in combination.

## American Band College (ABC)

The structure of this school area master's degree program (MA or MS in arts and letters) follows the guidelines set by the dean of the School of Arts and Letters and the Music Department chair. Candidates must be admitted to graduate studies at SOU.

For general information about the program, please consult the *Graduate Studies* section of this catalog on page 162.

### MAJOR DEPARTMENT (MUSIC)

Select 36 credits in graduate-level music courses:

Band Director Pedagogy (three summers of 6 credits each; written examinations required) ...	18
Practical Applications (three summers of 3 credits each; oral examinations required) .....	9
Research (Mus 515, 516, 517) .....	9
Related non-music, graduate-level coursework.....	9
Total credits .....	45

### ADMISSION

In addition to meeting the requirements for admission to a graduate degree program, students must take an examination prior to admission. Results of the entrance examination will determine any necessary remedial work and serve as the basis for practical application credits.

### CLASSES

All courses offered under the American Band College summer program are required for three summers. These include four daily lectures and two daily performances in the ABC Director's Band. Completion of written examinations is required. Only ABC summer class credits taken under examination may be included in the 18-credit block listed above.

### EXIT EXAMINATION

In addition to the written examination, candidates must complete a demonstration final on July 5 of the summer during which all coursework is completed. The purpose of the examination is to demonstrate the candidate's ability to successfully perform start-up lessons with a beginner on clarinet, horn, and snare drum and to diagnose specific controlled problems encountered in a rehearsal band (comprises all other ABC master's degree candidates).

## Band Director Graduate Courses

### GRADUATE COURSES

#### Mus 515 Research: Performance Evaluation 3 credits

Candidates supply a recording of their band in performance. An anonymous composite recording of the bands of all first-year ABC master's candidates serves as the basis for written analysis and recorded voiceover evaluations of each band by the candidates.

#### Mus 516 Research: Performance Preparation 3 credits

Based on multi-session videotaping of the candidate's band in rehearsals and final performance of a selected composition. Video sessions are accompanied by an in-depth analysis of the composition. Teaching techniques are employed and implemented before and after each video session.

The video must be produced during the school year prior to the summer of enrollment in this course.

#### Mus 517 Research: Literature and Content 3 credits

Out of the more than 120 lecture clinics attended over three summers, the candidate selects the 20 most useful for inclusion in a personal teaching manual. In addition, the candidate selects 30 favorites of the more than 400 sight-read or performed compositions by the ABC Director's Band over three summers, providing a written commentary on grade level, important concepts, and the musical value of each composition.

#### Mus 531 Band Director Pedagogy I 3 credits

Emphasizes the development of teaching materials.

#### Mus 532 Band Director Pedagogy II 3 credits

Includes an examination based on materials in the current *American Band College Staff Notebook*. Prerequisite: Mus 531.

#### Mus 533 Band Director Pedagogy III 3 credits

Emphasizes the development of classroom management, recruitment, and retention. Prerequisite: Mus 532.

#### Mus 534 Band Director Pedagogy IV 3 credits

Includes an examination based on materials found in the current *American Band College Staff Notebook*. Prerequisite: Mus 533.

#### Mus 535 Band Director Pedagogy V 3 credits

Emphasizes the development of score study and conducting. Prerequisite: Mus 534.

#### Mus 536 Band Director Pedagogy VI 3 credits

Continuation of Mus 535. Includes an examination based on materials found in the current *American Band College Staff Notebook*. Prerequisite: Mus 535.

#### Mus 537 Practical Applications I 3 credits

Practical application credits developed individually to reflect the strengths and weaknesses of the candidate as determined by the required entrance examination. Project is to be completed by August 10 of the first summer under the supervision of the ABC director (first summer course).

#### Mus 538 Practical Applications II 3 credits

Work is to be completed by August 10 of the second summer under the supervision of the ABC director (second summer course).

#### Mus 539 Practical Applications III 3 credits

Work is to be completed by August 10 of the final summer (third summer course).

## Music-Business

### Music 140

541-552-6101

Terry Longshore (Music), Advisor  
Central 138

541-552-6487

Curtis J. Bacon (Business), Advisor

Success in the contemporary world of music is increasingly dependent on knowledge of business practices. The music-business co-major is designed for students who wish to enter the music or entertainment industry with a strong background in both music and contemporary business skills. The program is flexible enough to accommodate individual career objectives. A total of 48 music credits, 40 business credits, and 12 support credits is required of the 180 total credits for a BA/BS.

### Requirements for the Major

1. All students planning to major in music-business are required to pass an entrance audition on their major instrument. The audition is offered at the beginning of fall term and the end of each term.
2. All music-business majors must fulfill piano and vocal proficiencies by the end of their sophomore year. For more information, contact the Music Department.
3. All music-business majors taking applied lessons are required to perform before a jury or complete an assessment project at the end of each term.
4. Music majors are required to maintain a 2.75 GPA in music courses and a 2.50 GPA in business courses.
5. All music-business majors are required to pass ten terms of the 0-credit, P/NP course Convocations/Concerts. The number of required terms for transfer students depends on the number of applied music credits transferred.
6. All music-business majors must take the Capstone Experience (Mus 400 or BA 499 Business Planning), which consists of a project and a research paper. Students must consult their department advisor to determine the exact nature of the capstone experience.

### Required Courses in Music-Business

#### MUSIC REQUIREMENTS

(48 credits)

Music Theory I (Mus 121, 122, 123) .....	9
Aural Skills I (Mus 124, 125, 126) .....	3
Applied Music (3 credits each of MuP 190 and 290) .....	6
Music of Western Culture (Mus 201) .....	4
Music Theory II (Mus 221, 222, 223) .....	9
Aural Skills II (Mus 224, 225, 226) .....	3
Fundamentals of Conducting (Mus 323) .....	2
Electronic and Computer Music (Mus 355) .....	3
Upper division music elective .....	3
Ensembles .....	6

**SUPPORTING COURSES**

(12 credits)

Principles of Microeconomics (Ec 201).....	4
Principles of Macroeconomics (Ec 202).....	4
Elementary Statistics (Mth 243).....	4

**BUSINESS REQUIREMENTS**

(40 credits)

Business Computer Applications (BA 131) .....	4
Accounting Information I (BA 211) .....	4
Accounting Information II (BA 213) .....	4
Principles of Marketing (BA 330) .....	4
Business Law (BA 370) .....	4
Organizational Behavior and Management (BA 374) .....	4
Operations Management (BA 380) .....	4
Management Information Systems (BA 382) .....	4
Principles of Finance (BA 385) .....	4
Upper division business elective .....	4

**Nursing (OHSU)**

See *Oregon Health & Science University School of Nursing* on page 161.

**Philosophy**

Central 253

541-552-6643

Associate Professor: Tangren Alexander

Assistant Professor: Prakash Chenjeri

The Philosophy program offers minors in philosophy and ethics. Philosophy courses also support interdisciplinary programs and degrees such as women's studies, international peace studies, environmental studies, and honors. Several courses fulfill General Education requirements. The program offers classes for all students who would like to clarify their thinking and explore the great questions, such as the meaning of life, the nature of reality, right and wrong, knowledge, and language.

**Requirements for the Minors****Philosophy Minor**

The philosophy minor comprises at least 24 credits in philosophy, 12 of which must be upper division.

*Required Courses*

Introduction to Philosophy (Phl 201) .....	4
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A minimum of 8 credits from the following:

History of Western Philosophy (Phl 301, 302, 303) .....	4 each
History of Indian Philosophy (Phl 304) .....	4

A minimum of 4 credits from the following:

Ethics: Moral Issues (Phl 205) .....	4
Moral Theory (Phl 323) .....	4
Indian Ethics: The River of Dharma (Phl 326) .....	4
Women and Ethics (Phl 426) or other approved ethics courses .....	4

**Ethics Minor**

The ethics minor comprises at least 24 credits of philosophy and ethics courses, 12 of which are upper division.

*Required Courses*

Ethics: Moral Issues (Phl 205) .....	4
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A minimum of 8 credits from the following:

Moral Theory (Phl 323) .....	4
Indian Ethics (Phl 326) .....	4
Women and Ethics (Phl 426) .....	4
Issues in Bioethics (Ho 407/Phl 420) .....	4

A minimum of 4 credits from the following (or from other approved ethics courses):

Business Ethics (BA 476) .....	4
Biology and Society (Bi 382) .....	4
Ethics and the Law in the Digital Millennium (Phl 310) .....	4
Mass Media Ethics (Comm 491) .....	4

**Philosophy Courses****LOWER DIVISION COURSES****Phl 199 Special Studies**

Credits to be arranged

**Phl 201 Introduction to Philosophy**

4 credits

Introduces philosophy's basic questions, including the nature of reality, personal identity, religion, art, the world we live in, right and wrong, mind and body, and knowledge. Approved for General Education (Explorations).

**Phl 203 Introduction to Logic**

4 credits

Addresses how to recognize and think about arguments, reasonings, and proofs. One-third of the course focuses on informal logic (thinking about actual arguments made in English), while the remaining two-thirds is devoted to formal logic (using symbols to analyze valid and invalid arguments).

**Phl 205 Ethics: Moral Issues**

4 credits

Includes an introduction to ethics and an exploration of important issues, such as war and peace, the ethics of personal relationships, racism, animal rights, and the environment. Approved for General Education (Explorations).

**UPPER DIVISION COURSES****Phl 301, 302, 303 History of Western Philosophy**

4 credits each

Explores Western philosophy, beginning with ancient Greece and continuing to the present. Courses do not have to be taken in sequence, but it is strongly recommended that students take Phl 302 before Phl 303.

**Phl 310 Information Technology: Legal and Ethical Issues**

4 credits

Investigates the ethical and legal implications of the products, activities, and behaviors of digital-technology users, with emphasis on U.S. laws and technology. Examines digital works, copyright laws, software, and business practice patents, in addition to significant court cases that raise fundamental constitutional issues. Explores the complexity of morals and laws in the midst of digital technology. Fosters the insight and discipline necessary to form sound moral and legal positions in the digital world. Prerequisites: Completion of all lower division General Education requirements; sophomore standing. Approved for General Education (Synthesis). (Cross-listed with CS 310.)

**Phl 323 Moral Theory**

4 credits

Offers a critical analysis of major ethical theories, including relativism, utilitarianism, duty ethics, virtue ethics, and recent developments, such as the ethic of care. Prerequisites: Core 102 and sophomore standing.

**Phl 326 Indian Ethics: The River of Dharma**

4 credits

Offers a philosophical study of both classical and contemporary Indian ethics. Addresses such fundamental ethical questions as, What should we be doing, and why should we do it? Introduces students to the rich, ageless tradition of Indian ethics. Drawing on sources Indian and Western, classical and contemporary, the course explores key ethical concepts (e.g., *dharma*, *karma*, and *moksa*) and issues to demonstrate an organic relationship among ethics and religion, philosophy, and social culture. Prerequisites: Core 102 and sophomore standing.

**Phl 327 Ecology and Religion: A Critical Inquiry**

4 credits

Provides a multidisciplinary, critical exploration of the theme of ecology in religious traditions from around the world. Examines such questions as, What do religious traditions say about nature? How does one go about understanding ecology from scientific and religious perspectives? Are some religious traditions more eco-friendly than others? Prerequisites: Core 102 and sophomore standing.

**Phl 339 History and Philosophy of Science**

4 credits

Considers the nature of scientific reasoning. Analyzes basic scientific concepts, such as explanation, hypothesis, and causation. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Sc 339.)

**Phl 340 Death and Dying: Multidimensional Explorations**

4 credits

Addresses many questions about death, including how it is defined in physical terms; how it is viewed by various cultures, times, and religions; and what insights the arts, and especially philosophy, can offer regarding the existential, moral, and metaphysical dimensions of death. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Phl 348 Philosophy of Religion**

4 credits

Studies specific issues arising from reflection on such topics as the nature of faith, proofs of the existence of God, the nature of divine attributes, the problem of evil, and religious ethics. Considers similar issues as they arise in Eastern religions. Prerequisite: Core 102 and sophomore standing.

**Phl 399 Special Studies**

4 credits



**Phl 401/501 Research**

Credits to be arranged

**Phl 403/503 Thesis**

Credits to be arranged

**Phl 405/505 Reading and Conference**

Credits to be arranged

**Phl 407/507 Seminar**

Credits to be arranged

**Phl 409/509 Practicum**

Credits to be arranged

**Phl 420 Topics in Contemporary Philosophy**

4 credits

Topics are offered on the basis of interest. Past subjects include death and dying, biomedical ethics, analytic philosophy, and phenomenology and existentialism. Prerequisites: Core 102, junior standing, and at least one course in philosophy.

**Phl 425/525 Feminism and Philosophy**

4 credits

Examines the nature of feminism and explores current feminist thinking in the philosophies of knowledge and language, as well as metaphysics, religion, and aesthetics. Prerequisites: Core 102, junior standing, and at least one course in philosophy or women's studies.

**Phl 426/526 Women and Ethics**

4 credits

Examines the ethic of care and offers a multicultural exploration of contemporary women's writings on values (e.g., truth, love, and justice); issues of difference and oppression (e.g., gender, race, class, ability, age, sexual preference, and identity); and questions of birth and death, war and peace, animal rights, and ecology. Prerequisites: Core 102, junior standing, and at least one course in philosophy or women's studies.

**Religion Courses****LOWER DIVISION COURSES****Rel 201, 202 Religion and the Human Experience**

4 credits each

Examines religion as a human experience and traces its influence on human concepts of spiritual, cultural, and physical reality. Explores the beliefs and practices of five religious traditions (Judaism, Christianity, Islam, Hinduism, and Buddhism) and their influence on the cultural understanding of the individual; the world and the cosmos; the roles of the individual and the community; social, commercial, and governmental structures; and gender, race, and age. Addresses the influence of religion and religious practice on the philosophy, literature, music, and fine art of a culture. Approved for General Education (Explorations).

**Physics**

Science 166

541-552-6476

Panos Photinos, Chair

Professors: Thomas P. Marvin,

Panos J. Photinos

Associate Professor: Peter Wu

Assistant Professor: Michael McDermott

Lecturer: Bart Chapman

Adjunct Faculty: Sidney C. Abrahams

The physics major prepares students for careers in physics, including astronomy; astrophysics; computer physics; cosmology; electronics; elementary particles; environmental and atmospheric physics; forensics; health; high-energy physics; high school teaching; lasers, materials science, and nanotechnology; medical and nuclear physics; and theoretical, computational, and mathematical physics. A BS or BA in physics is also excellent preparation for careers in law, medicine, or engineering (see the *Applied Physics Option* and the *Physics-Engineering Dual Degree Option* on page 116). Through hands-on training, students acquire skills in computing, computer interfacing, and digital electronics. Our graduates have strong placement records at industries in the state and graduate and professional schools nationwide.

**Degrees**

BA or BS in Physics with the following options:

The Standard Option, the Applied Physics

Option, the Materials Science Option,

the Engineering Physics Option, and the

Physics-Engineering Dual Degree Program

**Co-Major**

Business-Physics (see page 45)

**Minor**

Physics

**Engineering**

The Department of Physics offers a preprofessional engineering program equivalent to the program at Oregon State University. Students completing this program typically apply for admission to the professional engineering program (junior standing) at Oregon State University in agricultural, chemical, civil, computer, electrical, environmental, industrial, mechanical, or nuclear engineering. Refer to the *Engineering* section on page 75 for more details.

**Accelerated Baccalaureate Degree Program**

Physics majors may participate in the Accelerated Baccalaureate Degree Program, which enables students to complete the physics degree requirements in three years. For more information, please see page 155 or visit our Web site at: [www.sou.edu/admissions/3yb.shtml](http://www.sou.edu/admissions/3yb.shtml).

**Degree Programs**

Five degree options are available for physics majors:

1. **The Standard Option.** Emphasizes the coursework expected of students planning

graduate studies in physics or a closely related field. Students have the flexibility to choose upper division electives in physics and related areas.

2. **The Applied Option.** Prepares students for industrial employment or graduate work in applied physics, including nanotechnology, biophysics, medical physics, environmental physics, and geophysics.
3. **The Materials Science Option.** Emphasizes the materials aspects of physical science. This option is available through a cooperative agreement between the University of Oregon (UO) Materials Science Institute and SOU.
4. **The Engineering Physics Option.** Prepares students for graduate school or careers at technical companies. Coursework is designed with flexibility that allows students to focus on their engineering emphasis of choice (e.g., biomedical, chemical, electrical/computer, environmental engineering).
5. **The Physics-Engineering Dual Degree Option.** Allows a student to earn, in a total of five years, a BA or BS in physics from Southern Oregon University and a BS in engineering from Oregon State University. The first three years are designed to satisfy all of the engineering requirements for admission to the chosen department of the OSU professional engineering program, in addition to most of the requirements for the SOU applied physics option. During their last two years at OSU, students in this program complete SOU's physics degree requirements, along with OSU's professional engineering requirements. Students are eligible to receive a degree from SOU upon completion of the University's requirements and a minimum of 24 credits of upper division engineering at OSU. This program provides many career options for students interested in physics and engineering.

**Teacher Licensing**

Students who would like to teach physics at the middle school or high school level in Oregon public schools must complete a bachelor's degree in physics before applying for admission to SOU's Master of Arts in Teaching (MAT) program. Interested students should consult the Physics Department chair.

**Requirements for the Major**

Candidates for a bachelor's degree in physics must:

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Complete the core requirements for the physics major.
3. Complete the requirements for one of the following options: the Standard Option, the Applied Physics Option, the Materials

Science Option, the Engineering Physics Option, or the Physics-Engineering Dual Degree Option.

- Complete all of the upper division coursework for the major with a GPA of 2.5 or greater.
- Complete the applicable capstone requirements.

### Core Requirements

(54 credits)

The following courses are required of all physics majors:

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Calculus I (Mth 251).....	4
Calculus II (Mth 252) .....	4
General Physics (Ph 221, 222, 223) or General Physics (Ph 201, 202, 203) and Problem Solving in the Sciences (Ph 220).....	12
General Physics Lab (Ph 224, 225, 226) .....	6
Methods of Research in Physics (Ph 331, 332) .....	2
Modern Physics (Ph 341) and Modern Physics Lab (Ph 344).....	4
Mathematical Methods for the Physical Sciences (Ph 371) .....	4
Computer Methods (Ph 380), Computer Applications in Chemistry (Ch 371), or Computational Methods in Engineering (Engr 373) .....	3

### Additional Requirements

#### STANDARD OPTION

BA degree (25 credits)

BS degree (34 credits)

#### ELECTIVES

Electives may be chosen from Ph 333, 336, 339, 354, 361, 362, 416, 417, 424, 425, 431, 432, 439, 441, 461, and 471. Up to 9 credits may be substituted with departmentally approved upper division courses in biology, chemistry, computer science, geology, or mathematics.

#### APPLIED PHYSICS OPTION

Complete core requirements and 28 credits from the following:

Engr 201, 211, 212 .....	6-9
Engr 311, 322, 323, 333, 336, 339, 461; Ph 416, 417, 424, 425, 431, 432, 439, 441, 471 ..	19-22

Up to 6 credits may be substituted with departmentally approved upper division courses in biology, chemistry, computer science, geology, or mathematics.

#### MATERIALS SCIENCE OPTION

Must satisfy all of the following requirements:

Complete core requirements:

Ch 334, 337, 441, Mth 321, and Engr 461

Two approved Summer Sessions

at UO and SOU .....

42 credits from the following courses: Ch 335, 336, 340, 341, 371, 411, 414, 442, 443 444, 445; Engr 322, 323, 333, 336, 339, 373, 374, 375, 474; Ph 416, 417, 424, 425, 431, 432, 471, and Mth 421

#### ENGINEERING PHYSICS OPTION

Complete physics core requirements, including Engr 101, 102, 103, 201, 211, 212, 311, 322, and 323.

Complete 24 credits from the following: Ph 333, 336, 339, 416, 424, 425, 431, 432, 439, 441, 461, 471.

Up to 6 credits may be substituted with approved upper division courses in biology, chemistry, computer science, geology, or mathematics.

Complete 6 credits of the engineering practicum (Engr 409) in a departmentally approved engineering capstone project.

#### PHYSICS-ENGINEERING DUAL DEGREE OPTION

Complete core requirements and 28 credits from the following:

Engr 201, 211, 212 .....	6-9
Upper division physics electives (choose from Ph 333, 336, 339, 354, 361, 362, 416, 424, 431, 439, 441, 461 or departmentally approved upper division engineering or wood science and technology courses at OSU).....	19-22

### Capstone Experience

The departmental capstone requirement is the culmination of the undergraduate educational experience. In the junior year, students must register for Ph 331 in winter and Ph 332 in spring; these courses will familiarize students with the research of three different faculty members. During the second half of the spring quarter, students submit a capstone proposal for departmental approval after consulting with an appropriate faculty member who has agreed to assume supervisory responsibility. During the senior year, students earn 3-6 credits for the capstone project through approved activities. Possible capstone experiences include an approved independent research project, practicum project, cooperative education experience, or summer internship program. Upon completion, the project should be described and analyzed through a written and oral report to the department and an approved group of peers.

### Minor

A total of 54 credits is required for the minor in physics.

#### LOWER DIVISION

(41 credits)

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Calculus I (Mth 251).....	4
Calculus II (Mth 252) .....	4
General Physics (Ph 221, 222, 223) or General Physics (Ph 201, 202, 203) and Problem Solving in the Sciences (Ph 220) ..	12
General Physics Lab (Ph 224, 225, 226) .....	6

#### UPPER DIVISION

(13 credits)

Modern Physics (Ph 341).....	3
Mathematical Methods for the Physical Sciences (Ph 371) .....	4
Physics electives (upper division) .....	6

### Physics Courses

#### LOWER DIVISION COURSES

##### Ph 100 Fundamentals of Physics

3 credits

Introduces physics, with an emphasis on the relationship of physics to everyday experience. Uses physics principles to examine common questions about the universe. Concurrent enrollment in Ph 104 recommended. Three 1-hour lectures. Approved for General Education (Explorations).

##### Ph 104 Fundamentals of Physics Laboratory

1 credit

Laboratory activities designed to complement Ph 100. One 2-hour laboratory. Approved for General Education (Explorations).

**Ph 112 Astronomy: The Solar System**

3 credits

Introduces astronomy, with an emphasis on the solar system. Topics include the origin and history of the solar system; the sun, planets, and moons; comets, meteoroids, and asteroids; a discussion of life in the universe; and the instruments and techniques used in the study of astronomy. Approved for General Education (Explorations) if taken with Ph 114.

**Ph 113 Astronomy: The Stars**

3 credits

Introductory stellar astronomy. Explores historical and contemporary ideas about the origin and evolution of stars, galaxies, and the universe; cosmology; and the techniques and instruments of deep space astronomy. Approved for General Education (Explorations) if taken with Ph 115. Prerequisite: Ph 112.

**Ph 114 Astronomy Workshop: The Solar System**

1 credit

Practical exercises to accompany Ph 112. Corequisite: Ph 112. Approved for General Education (Explorations).

**Ph 115 Astronomy Workshop: The Stars**

1 credit

Practical exercises to accompany Ph 113. Corequisite: Ph 113. Approved for General Education (Explorations).

**Ph 190 Calculus for Physics**

1 credit

For students who wish to begin Ph 221 before completing Mth 252 or who need to review calculus while taking Ph 221. Uses an intuitive approach to the calculus of derivatives and integrals. States and uses elementary theorems without proofs. Meets two hours a week for the first five weeks of the term. Offered P/NP only. Prerequisites: Mth 251 and previous or concurrent enrollment in Mth 252. Corequisite: Ph 221.

**Ph 199 Special Studies**

Credits to be arranged

**Ph 201 General Physics I**

3 credits

Algebra-based introduction to general physics for science majors. Emphasizes the application of the major concepts of classical and modern physics and the mathematical techniques of problem solving. Topics covered include statics, equations of linear and rotational motion, Newton's laws, work and energy for linear and rotational motion, and the law of universal gravitation. Concurrent enrollment in Ph 224 is recommended and is required for General Education credit. Prerequisite: Previous or concurrent enrollment in Mth 112. Approved for General Education (Explorations).

**Ph 202 General Physics II**

3 credits

Topics covered include simple harmonic motion, fluids, heat, ideal gas law, kinetic theory of gases, thermodynamics, sound, waves, and electric force and potential. Concurrent enroll-

ment in Ph 225 is recommended and is required for General Education credit. Prerequisite: Ph 201. Approved for General Education (Explorations).

**Ph 203 General Physics III**

3 credits

Studies electrical energy and field, circuits, magnetic force and field, electromagnetic induction and waves, light, optics, and interference. Concurrent enrollment in Ph 226 recommended. Prerequisite: Ph 202.

**Ph 209 Practicum**

Credits to be arranged

**Ph 220 Problem Solving in the Sciences**

3 credits

Calculus applications to selected topics in physics. Required for students from the Ph 201 sequence who plan on pursuing the physics major or minor. Prerequisite: Mth 112.

**Ph 221 General Physics I**

4 credits

Studies the principles necessary for further study in the physical sciences, engineering, and modern biology. Calculus-based topics include statics, equations of linear and rotational motion, Newton's laws, work and energy for linear and rotational motion, and the law of universal gravitation. Three lectures and one recitation. Prerequisite: Mth 252 or Mth 251 with concurrent enrollment in Ph 190. Corequisite: Ph 224.

**Ph 222 General Physics II**

4 credits

Covers the physics principles necessary for further study in the physical sciences, engineering, and modern biology. Topics include mechanics, waves, sound, thermodynamics, electricity and magnetism, and optics. Three lectures and one recitation. Prerequisite: Ph 221. Corequisite: Ph 225.

**Ph 223 General Physics III**

4 credits

Examines the physics principles necessary for further study in the physical sciences, engineering, and modern biology. Topics include mechanics, waves, sound, thermodynamics, electricity and magnetism, and optics. Three lectures and one recitation. Prerequisite: Ph 222. Corequisite: Ph 226.

**Ph 224 General Physics Laboratory I**

2 credits

Laboratory activities designed to complement Ph 201 or 221. One 3-hour laboratory. Approved for General Education (Explorations).

**Ph 225 General Physics Laboratory II**

2 credits

Laboratory activities designed to complement Ph 202 or 222. One 3-hour laboratory. Approved for General Education (Explorations).

**Ph 226 General Physics Laboratory III**

2 credits

Laboratory activities designed to complement Ph 203 or 223. One 3-hour laboratory.

**UPPER DIVISION COURSES****Ph 308 Energy and the Environment**

3 credits

Offers a systematic study of current energy-related issues, with an emphasis on the environmental impact of energy production and use. Discussions focus on resource limitations, social values, economics, and the politics accompanying energy issues. Offers an introductory-level review of the physics of energy and analysis methods. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Ph 309 Solar Energy**

3 credits

Explores soft energy paths that have emerged from the general awareness of resource limitations. Studies include solar-related options available to a modern society at both global and local levels. Examines the many facets of solar energy technology, including solar electric, hydrogen production, transportation, energy storage, and conservation. Prerequisites: Ph 100 and upper division standing.

**Ph 312 Space, Time, and the Cosmos**

3 credits

Introduces the basic concepts of modern physics for non-science majors. Major topics include the theories of relativity, quantum mechanics, particle physics, and cosmology. Covers black holes, curved space, and models of the universe. Prerequisites: Ph 100 or 112; upper division standing.

**Ph 313 Acoustics, Sound, and Music**

3 credits

Surveys the production of sound in nature and by musical instruments. Emphasizes the scientific analysis of sound characteristics and sound production, from ancient instruments to synthesizers and computers. Prerequisites: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Ph 314 Light, Vision, and Optical Phenomena**

3 credits

Introduces the basic laws of light, optical instruments, natural and optical phenomena, and vision. Covers the production, transmission, and detection of light; photography; and the processing of optical/visual information. Prerequisites: Upper division standing and completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Ph 315 Cosmology**

3 credits

Discusses cosmological models through the ages and cultures. Covers forces and fields in the universe, as well as prevailing theories of cosmology, assumptions, supporting observational evidence, predictions for the future of the universe, and their ancient parallels. Prerequisites: Upper division standing and completion of all lower division General Education requirements. Approved for General Education (Synthesis).



**Ph 331 Methods of Research in Physics I**

1 credit

Introduces ongoing experimental and theoretical research in the department. Juniors should register for this course during winter term. P/NP only. Prerequisite: Ph 344.

**Ph 332 Methods of Research in Physics II**

1 credit

Preparation of capstone proposal with a selected mentor. Juniors should register for this course during spring term. P/NP only. Prerequisite: Ph 331.

**Ph 333 Optics and Waves**

3 credits

Offers an introduction to optics for science majors. Topics include imaging systems, wave theory, aberrations, diffraction, and interference. Prerequisites: Mth 252; Ph 203 or 223. (Cross-listed with Engr 333.)

**Ph 336 Optics Laboratory**

1 credit

Laboratory course in optics designed to complement Ph 333. Provides practical experience with lasers, optical devices, imaging systems, and fiber optics. One 3-hour laboratory. Prerequisite or corequisite: Ph 333. (Cross-listed with Engr 336.)

**Ph 339 Lasers**

3 credits

Designed for physics, chemistry, biology, and engineering majors. Covers the fundamental types of lasers and operational characteristics and applications of lasers in physics, chemistry, communications, engineering, industry, and medicine. Two lectures and one 3-hour laboratory. Prerequisite: Ph 203 or 223.

**Ph 341 Modern Physics**

3 credits

Introduces special relativity, quantum theory, the electronic structure of atoms, and selected topics, including band theory of solids, nuclear structure, accelerators and elementary particles, and cosmology. Prerequisites: Mth 252 and Ph 203 or 223.

**Ph 344 Modern Physics Laboratory**

1 credit

Includes experiments in modern physics. Emphasizes measurements that give values for the fundamental constants of nature, such as the electronic charge or Planck's constant, along with computer-based data analysis. One 3-hour laboratory. Prerequisites: Ph 226 and previous or concurrent enrollment in Ph 341.

**Ph 354 Thermal Physics**

4 credits

Offers a statistical approach to thermodynamics. Employs the fundamental ideas of probability for small systems of particles to derive concepts such as entropy, internal energy, and chemical potential. Covers applications to a wide variety of classical and quantum systems. Prerequisites: Mth 252 and Ph 203 or 223.

**Ph 361 Digital Electronics**

4 credits

Introduces digital circuits, with emphasis on applications in scientific instrumentation. Topics include logic functions, gates, latches, flip-flops, combinational and sequential logic, and interfacing analog and digital circuits. Three lectures and one 3-hour laboratory. Prerequisite: Mth 111.

**Ph 362 Analog Electronics**

4 credits

Introduces the design and troubleshooting of AC and DC analog circuits. Topics include filters, rectifiers, power-supplies, and amplifiers. Three lectures and one 3-hour laboratory. Prerequisite: Mth 252.

**Ph 371 Mathematical Methods for the Physical Sciences**

4 credits

Previews basic applied mathematical methods for intermediate students in the physical sciences. Covers infinite series, complex functions, partial differentiation, multiple integration, and vector analysis. Prerequisite: Mth 252.

**Ph 380 Computer Methods**

3 credits

Introduces the use of computers for problem solving in science and engineering. Applies programming techniques to integration, differentiation, and modeling. Prerequisites: Mth 252 and Ph 201 or 221.

**Ph 399 Special Studies**

Credits to be arranged

**Ph 401/501 Research**

Credits to be arranged

Prerequisite: Ph 331.

**Ph 403/503 Thesis**

Credits to be arranged

**Ph 405/505 Reading and Conference**

Credits to be arranged

**Ph 407/507 Seminar**

Credits to be arranged

**Ph 408/508 Workshop**

Credits to be arranged

**Ph 409/509 Practicum**

Credits to be arranged (maximum 15 undergraduate credits)

**Ph 411/511 Physics Laboratory and Instruction Practices**

1 to 3 credits

Involves preparation for instruction of general physics laboratory courses. Students intern with a faculty mentor to prepare lower division lab classes or lecture demonstration materials. Students obtain direct, hands-on experience with preparation for K-12 or graduate school teaching assignments. Prerequisite: Senior standing.

**Ph 416/516 Quantum Physics I**

3 credits

Introduces the basic principles of quantum mechanics, including wave-particle duality, the Schrodinger equation for elementary potentials, the interpretation of the wave function, uncertainty relations, and operators. Prerequisites: Ph 341 and 371.

**Ph 417/517 Quantum Physics II**

3 credits

Examines principles of quantum mechanics, including the three-dimensional Schrodinger equation, the hydrogen atom, angular momentum, spin and spin systems, perturbation theory, and radiation. Prerequisite: Ph 416.

**Ph 424/524 Analytical Mechanics I**

4 credits

Studies the basic laws of motion in the Newtonian formalism. Topics include dynamics of particles, rigid bodies, conservation laws, and oscillations. Prerequisites: Ph 223 and 371.

**Ph 425/525 Analytical Mechanics II**

4 credits

Covers generalized coordinates, variational principles, and the Lagrangian and Hamiltonian formalisms. Prerequisite: Ph 424.

**Ph 431/531 Electricity and Magnetism**

4 credits

Studies static electricity and magnetism. Topics include Coulomb's law, electric field, Gauss' law, the scalar potential, electrostatic energy, and interactions with matter. Prerequisites: Ph 223 and 371.

**Ph 432/532 Electricity and Magnetism**

4 credits

Examines electric and magnetic fields and their interactions with matter. Introduces Ampere's law, magnetic induction, Faraday's law, the vector potential, magnetic energy, Maxwell's equations, and electromagnetic waves. Prerequisite: Ph 431.

**Ph 434/534 Advanced Physics Laboratory (Various Topics)**

1 to 2 credits

Selected experiments in classical and modern physics. Students may register for a total of six courses under these numbers. One lecture and one 3-hour laboratory or one 3-hour laboratory. Prerequisite: Ph 226.

**Ph 439/539 Modern Optics**

3 credits

Involves the analysis and application of Fourier optics, coherence, holography, crystal optics, electro-optics, optical modulation, and nonlinear optics. Two 1-hour lectures and one 3-hour laboratory. Prerequisite: Ph 333 or 339.

**Ph 441/541 Introduction to Nuclear and Particle Physics**

3 credits

Explores the theory and experimental techniques of nuclear reactions and elementary particle physics. Prerequisite: Ph 341.

**Ph 451/551 Topics in Atmospheric Physics**

3 credits

Involves studies of the sun-driven processes that occur in space near the Earth. Topics include thermodynamic and transport processes, measurement methods, computational modeling, and applications to environmental studies. Prerequisite: Ph 223.

**Ph 461/561 Solid State Physics**

4 credits

Explores crystal structure and binding; reciprocal lattice; and mechanical, thermal, electrical, optical, magnetic, and transport properties of solids. Prerequisite: Ph 371.

**Ph 471/571 Advanced Topics in Mathematical Physics**

3 credits

Examines tensor analysis, Fourier analysis, analytic function theory, partial differential equations, and integral equations. Strongly recommended for students in physics and engineering who are planning graduate studies. Prerequisite: Ph 371.

**Ph 499 Capstone Project**

1 to 2 credits a term (maximum 6 credits)

Involves research inside or outside the department under supervision of a physics faculty member. Project proposals are submitted and reviewed in Ph 331 and 332 during the spring term of the student's junior year. Requires prior departmental approval, a written progress report each term, and a seminar or symposium presentation at the completion of the project. Prerequisites: Ph 331, 332, and senior standing.

**GRADUATE COURSES****Ph 512 Environmental Measurements**

3 credits

Examines the instruments and techniques of environmental monitoring. Explores the science of measuring such factors as water and air conditions, solar radiation (e.g., ozone and UV), and radioactive levels. Emphasizes hands-on laboratory and field computer data acquisition and analysis. Prerequisite: Ph 223.

**Equivalencies for Physics and Engineering Courses**

The following courses are cross-listed in Physics and Engineering:

Engr 221-3 = Ph 221-3

Engr 224-6 = Ph 224-6

Engr 311 = Ph 354

Engr 322 = Ph 362

Engr 323 = Ph 361

Engr 333 = Ph 333

Engr 336 = Ph 336

Engr 371 = Ph 371

Engr 373 = Ph 380

Engr 461 = Ph 461

**Physics-Business**

See *Business-Physics* on page 45.

**Political Science**

Taylor 120A

541-552-6123

Paul Pavlich, Chair

Professor: Sara Hopkins-Powell

Associate Professor: William Hughes

Assistant Professor: Paul Pavlich

Adjunct Faculty: Magdalena Staniek

The political science major at Southern Oregon University is designed to educate citizens for active participation in a democratic society. The courses in the department are geared toward American government and public administra-

tion and policy within the context of the liberal arts. Students find political science useful preparation for graduate study and careers in law, teaching, business, and governmental service at local, state, or federal levels. Students majoring in the discipline are encouraged to: 1) enroll in internships and practicum studies with student government, government agencies, and law offices; 2) participate in the department's Center for Social Research; and 3) begin their training as career professionals and public managers.

**Degrees**

BA or BS in Political Science

**Minors**

Political Science

Public Administration

**Requirements for the Major**

Students pursuing a major in political science must meet the following requirements:

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Choose an option area: American Government or Public Administration and Public Policy. Both options require the following courses:

America and Globalization (PS 110) and Business, Government, and Society (PS 111/BA 110) or Power and Politics (PS 201) and Authority and Law (PS 202) .....	8
Research Methods (PS 398) .....	4
Senior Seminar (PS 498) .....	4

**AMERICAN GOVERNMENT OPTION***(Required course)*

American Politics (PS 313) .....	4
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Choose 24 credits from the following list:

Politics and Film (PS 260) .....	4
Politics of Mass Media (PS 310) .....	4
Public Opinion/Survey Research (PS 311) .....	4
Women and Politics (PS 318) .....	4
Political Campaigns (PS 324) .....	4
Law, Science, and Environment (PS 340) .....	4
Government Relations and Public Policy (PS 417) ..	4
Environmental Policy (PS 428) .....	4
Policy Analysis (PS 432) .....	4
Administrative Law (PS 435) .....	4
Health Care Policy (PS 436) .....	4
Environmental Law and Policy (PS 441) .....	4

**PUBLIC ADMINISTRATION AND****PUBLIC POLICY OPTION***(Required courses)*

Public Policy (PS 331) .....	4
Public Administration (PS 332) .....	4

Choose 20 credits from the following list:

Public Opinion/Survey Research (PS 311) .....	4
Business, Government, and Nonprofits (PS 321/BA 320) .....	4
Law Science and the Environment (PS 340) .....	4
Principles of Finance (PS 385/BA 385) .....	4
Government Relations and Public Policy (PS 417) ..	4
Environmental Policy (PS 428) .....	4
Nonprofit Management (PS 430A) .....	2
Nonprofit Management (PS 430B) .....	2
Policy Analysis (PS 432) .....	4

**Principles of Human Resource**

Management (PS 434/BA 481) .....

Administrative Law (PS 435) .....

Health Care Policy (PS 436) .....

Project Development and Management (PS 437) ..

Environmental Law and Policy (PS 441) .....

Students must maintain a minimum 2.5 GPA in upper division political science courses.

**Minors****POLITICAL SCIENCE***(minimum 24 credits)*

America and Globalization (PS 110), Power and

Politics (PS 201), or Authority and Law (PS 202) ..

Research Methods (PS 398) .....

At least 16 additional credits with 12 credits

at the upper division level .....

**PUBLIC ADMINISTRATION***(minimum 24 credits)**(12 credits)*

Public Policy (PS 331) .....

Public Administration (PS 332) .....

Government Relations and Public Policy (PS 417) ..

Select three of the following:

Public Opinion and Survey Research (PS 311) .....

Business, Government, and

Nonprofits (PS 321/BA 320) .....

Principles of Finance (PS 385/BA 385) .....

Environmental Policy (PS 428) .....

Nonprofit Management (PS 430A/430B) .....

Policy Analysis (PS 432) .....

Principles of Human Resource

Management (PS 434/BA 481) .....

Administrative Law (PS 435) .....

Health Care Policy (PS 436) .....

Project Development and Management (PS 437) ..

**Political Science Courses****LOWER DIVISION COURSES****PS 110 America and Globalization**

4 credits

Introduces the nature of politics and markets, paying special attention to the politics of the United States in an interdependent world of nation-states. Also explores other actors, such as the United Nations, Amnesty International, multinational corporations, and terrorist groups. Addresses the question of how an international community can respond to pressing global problems, such as environmental degradation, the need for peacekeepers, and rapid technological change. Approved for General Education (Explorations).

**PS 111 Business, Government, and Society**

4 credits

Surveys the interrelationships among business, government, and society and how they affect individuals and managers. Explores how societal conditions are continually altered by historical forces reshaping the economic, cultural, political, technological, and ecological terrain on which individuals and managers operate, as well as the force of the stakeholders, who are increasingly challenging traditional ideas about organizational ethics and social responsibility. Approved for General Education (Explorations). (Cross-listed with BA 110.)

**PS 199 Special Studies**

Credits to be arranged

**PS 201 Power and Politics**

4 credits

Explores the dynamics of power in the pursuit of political objectives. Analyzes social, political, economic, and cultural power. Distinguishes between power and force. Approved for General Education (Explorations).

**PS 202 Authority and Law**

4 credits

Looks at the institutional structure of social, economic, cultural, and political authority. Examines the formal, legal underpinnings of legitimate authority. Approved for General Education (Explorations).

**PS 260 Politics and Film**

4 credits

Explores the role of feature film as an expression of prevailing political culture. Offers a better understanding of how film serves simultaneously as a political archive and a potential agent of social propaganda or social change.

**UPPER DIVISION COURSES****PS 310 The Politics of Mass Media**

4 credits

Examines the impact of politics on the development of mass media and the influence of mass media on political development. Offers a critical analysis of historic and contemporary American mass media treatment of political actors and events in the U.S. and around the world. Topics include partisan, ideological, and corporate biases in the press; the political relevance of "entertainment" programming; the development of "investigative reporting;" and the emergence of Web-based political publications as challengers to the dominance of traditional electronic and print media. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**PS 311 Public Opinion and Survey Research**

4 credits

Covers the techniques of opinion-gathering and measurement. Students explore the literature of survey research and conduct actual polls of their campus and community. Essential course for students seeking a career in politics, management, or business.

**PS 313 American Politics**

4 credits

Reviews the institutions, founding principles, and workings of government in America. Topics include the founding and the Constitution, federalism, the presidency, Congress, the judiciary, civil liberties, political parties and pressure groups, elections, and the role of government in the economy.

**PS 318 Women and Politics**

4 credits

Provides a framework for understanding the ways in which women interact with the political system. Studies the reasons for using gender

as an analytic category, women's participation in the political process, and the ways that governmental policies affect women's lives.

**PS 321 Business, Government, and Nonprofits**

4 credits

Looks closely at the underlying principles, values, and prescribed role of the for-profit sector, the public sector, and the nonprofit sector primarily in American society. The sector the organization resides in affects how an organization acts, responds, creates relationships, and uses resources. Explores the coordination, cooperation, collaboration, and necessary relationships among the sectors. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with BA 320.)

**PS 324 Political Campaigns**

4 credits

Investigates modern American elections and the complex processes that influence them. Topics include the U.S. Electoral College, the media, psychology of political oratory, campaign finance, grassroots organizing, and balloting reforms such as Oregon's direct mail ballot and electronic voting.

**PS 331 Public Policy**

4 credits

Provides a basic understanding of the U.S. public policy process. Considers models of policy agenda setting, adoption, implementation, and evaluation. Covers economic, energy, environmental, intergovernmental, social welfare, health, and civil rights policy.

**PS 332 Public Administration**

4 credits

Focuses on federal, state, and local administrative practices, principles of organization, policy formulation, and decision making in public organizations. Explores the impact of bureaucracy on state and local government politics. Examines traditional organizational processes, including leadership styles, communications, policy formulation, power, authority, community, and political linkages.

**PS 340 Law, Science, and the Environment**

4 credits

Examines the capability of the legal system to satisfactorily resolve environmental and other disputes that require decision-makers to reach conclusions based on scientific evidence. Tracks a lawsuit or administrative proceeding involving environmental issues from beginning to end, exploring the difficulties scientists, lawyers, and juries face when trying to make sense of one another. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**PS 385 Principles of Finance**

4 credits

Presents the fundamentals of time-value-of-money and the application of net present value decision-making techniques. Topics may include the valuation of stocks and bonds, capital budgeting, the principles of risk and return, and the cost of capital and capital structure. (Cross-listed with BA 385.)

**PS 398 Research Methods**

4 credits

Introduces the basic techniques of political science research and writing. Incorporates the Internet and government documents. Meets the computer literacy requirement for political science and international studies majors. (Cross-listed with IS 398.)

**PS 399 Special Studies**

Credits to be arranged

**PS 401/501 Research**

Credits to be arranged

**PS 403/503 Thesis**

Credits to be arranged

**PS 405/505 Reading and Conference**

Credits to be arranged

**PS 407/507 Seminar**

Credits to be arranged

**PS 409/509 Practicum**

Credits to be arranged

**PS 417/517 Government Relations and Public Policy**

4 credits

Examines the ways in which business and nonprofit organizations influence U.S. politics and policy, including impacts on the legislative, executive, and judicial branches and the regulatory process. Covers techniques of campaign finance, lobbying, and shaping public opinion. Prerequisite: PS 313.

**PS 428/528 Environmental Policy**

4 credits

Explores the historical, conceptual, and normative foundations of public resource administration. Focuses on public lands controversies in southern Oregon.

**PS 430A/530A Nonprofit Organization Management**

2 credits each

The first of a two-part course offered over two terms. Surveys nonprofit manager's primary areas of responsibility, including the history and philosophy of American nonprofit organizations, organizational change and development, learning organizations in nonprofit settings, and current issues in nonprofit management. Prerequisite: PS 321 or 336. (Cross-listed with MM 530A.)

**PS 430B/530B Nonprofit Organization Management**

2 credits

The second of a two-part course offered over two terms. Provides a minimum of 12 hours of fieldwork, including interviews with nonprofit leadership, board assessments, and participation in management and governance meetings. Students augment their fieldwork with lecture and discussion sessions, reading and journal assignments, and presentations. Prerequisites: PS 321 or 336; PS 430A. (Cross-listed with MM 530B.)



**PS 432/532 Policy Analysis**

4 credits

Examines methods for identifying and structuring public policy problems and issues, formulating and analyzing alternative responses, recommending policy actions, and designing and evaluating implementation plans. Prerequisite: PS 398.

**PS 434/534 Principles of Human Resource Management**

4 credits

Examines the personnel function and its relationship to the objectives of the organization. Analyzes personnel issues in selection, appraisal, and development of the work force. Surveys traditional administrative functions and trends in personnel management, including compensation and benefits, affirmative action, and grievance handling. (Cross-listed with BA 481/581.)

**PS 435/535 Administrative Law**

4 credits

Explores the law of public agencies, such as the scope of an agency's authority, decision making, tort claims, and freedom of information and open-meeting requirements.

**PS 436/536 Health Care Policy**

4 credits

Examines the development of the policies of the health care delivery system in the United States. Studies the impact of policy on the delivery system.

**PS 437/537 Project Development and Management**

4 credits

Offers a detailed look at the characteristics of nonprofit projects and a hands-on team simulation of the project planning and management process.

**PS 441/541 Environmental Law and Policy**

4 credits

Examines the major techniques and strategies used by policymakers and regulators to protect and enhance the environment. Pays special attention to the economic, social, and political barriers that prevent effective regulation of the environment.

**PS 469/569 Topics in Political Theory**

4 credits

Examines selected concepts, themes, ideologies, and theorists in the study of politics. Offers the following and other topics as needed: Modern Political Theory, Political Ideologies, Critical Theory, Equality and Freedom, and American Political Thought. Repeat credit is allowed for different topics. Prerequisites determined by topic.

**PS 498 Senior Seminar**

4 credits

Enables students to apply the concepts, principles, and theories of political science to a practical simulation of political action.

**Psychology**

Education-Psychology 246

541-552-6206

Lani Fujitsubo, Chair

Professors: Lani Fujitsubo, Paul D. Murray,

Michael J. Naumes, J. Fraser Pierson,

Paul Rowland, Karen L. Salley,

Josie A. Wilson

Associate Professors: Michael W. Andrews,

Mary Russell-Miller

Assistant Professor: Daniel DeNeui

Adjunct Faculty: Don Gordon, Fran Orrok

The Department of Psychology program prepares students to:

1. achieve a broad understanding and appreciation of human behavior, which serves as the foundation for a liberal arts education;
2. enter paraprofessional work in applied behavioral sciences and social service fields; and
3. pursue graduate and professional study in psychology or related fields.

Nine goals are identified as desired outcomes of completing the psychology major. Students will acquire:

1. a knowledge base
2. critical-thinking skills
3. writing and speaking skills
4. information-gathering and synthesis skills
5. research methods and statistical skills
6. interpersonal skills
7. ethics and values clarification
8. culture and diversity sensitivity
9. application skills

**Degrees**

BA or BS in Psychology

BA or BS in Social Science: an interdisciplinary degree with a concentration in psychology and coursework in supporting areas of related behavioral sciences

MA or MS in Applied Psychology with specializations in Organizational Training and Development, Human Service, and Mental Health Counseling

**Minor**

Psychology

**Admission**

1. Certain psychology courses (Psy 498, 499) are designated for majors only. Only individuals who have formally advanced to the standing of psychology major are allowed to register for these courses.
2. Students who have not advanced to the standing of psychology major but who intend to be majors must register with the department and be assigned an advisor. Such students are designated pre-psych majors. For more details, contact the department or write to the department chair

at the Department of Psychology, Southern Oregon University, 1250 Siskiyou Boulevard, Ashland, Oregon 97520.

3. Immediately after deciding to transfer to Southern Oregon University, transfer students who are juniors or seniors should contact the Psychology Department about obtaining an advisor and fulfilling requirements for advancement to the psychology major.
4. Requirements for advancement to psychology major standing: Cumulative GPA of no less than 2.5; University Colloquium or Wr 121, 122; Bi 101 or 211; Mth 243; and psychology courses as listed under section 2a of the *Requirements for the Major* section (see below). Students may be enrolled in no more than 11 credits of the required courses for advancement during the term in which they apply for advancement to the major. Failure to complete the psychology courses, including Math 243, with a minimum grade of C- will result in cancellation of psychology major standing.
5. Exceptions to these criteria may be presented to the department chair for consideration.

**Requirements for the Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. A minimum of 53 credits in psychology, at least 32 credits of which must be upper division, is required for the baccalaureate degree, including:
  - a. Courses required for advancement to the psychology major (17 credits): Psy 201, 202, 211, 228, and 229.
  - b. Core curriculum (19 credits): Psy 334 or 370; Psy 341, 351, one approved upper division multicultural/diversity course (minimum 3 credits), and Psy 498, 499. Psy 334 must be taken from the Psychology Department. The multicultural/diversity course must be selected from approved psychology courses, including Psy 369, 465, 479, 487, 489, 492, and 495.
  - c. Psychology electives (20 credits, of which 16 must be upper division). Different courses in the same content area may not be used to fulfill both core and elective areas.
3. Upper division elective coursework is selected with advisor approval.
4. A minimum grade of C- for each psychology course counted toward the major or the minor, plus a minimum cumulative GPA of 2.5 in all psychology courses are required for a BA or BS in psychology or human service.
5. Wr 121, 122 or the University Colloquium and Psy 201, 202 are prerequisites to all upper division courses, unless otherwise

noted and specifically waived by the instructor.

6. Writing and research competency will be achieved as components in Psy 201, 202, 228, 229, and 499.

Note: A maximum of 6 credits from human service and practicum courses (Psy 209, 309, 409, and 416) may be counted toward the 53 credits needed for a psychology degree.

A minimum of 180 credits is required to graduate from SOU. Factors such as the number of hours and types of courses transferred to SOU may affect the total number of credits accrued in satisfying all requirements for graduation with a psychology major.

### Optional Program Emphases

There are several program emphases for psychology majors, depending on particular career plans (e.g., paraprofessional programs and pregraduate school programs, including experimental, clinical or counseling, child psychology, and organizational psychology). See your advisor for suggested coursework in these program emphases.

### Human Service Degree Completion Program

In collaboration with the School of Social Science and Health & Physical Education, the Department of Psychology offers an interdisciplinary bachelor's degree program focusing on the needs of human service professionals. Classes are conveniently scheduled at nights and on weekends in Ashland and Medford to accommodate the schedules of working students. The program is for students who: (1) have completed an associate of arts degree or approximately two years of college; (2) want to better understand their community and social environment; (3) desire to improve their career opportunities and reach educational goals; and (4) wish to enhance specific human relations skills and strengthen their ability to work effectively in social services.

SOU's small class sizes and friendly learning environment foster close ties among students, faculty, and the community. The length of the degree completion program varies with each individual, depending on prior coursework and employment status.

#### REQUIREMENTS

The following courses are required for the human service major:

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. Wr 121, 122 or the University Colloquium and Psy 201, 202, Soc 204, and a Lifespan Development course are prerequisites to all upper division core curriculum courses. Mth 243 is an additional prerequisite for Psy 429.
3. A minimum of 46 core curriculum credits from psychology and sociology:
  - a. Psychology (30 credits): Psy 409 (6 credits), 429, 438, 443, 471, 475, and 497.

- b. Sociology (16 credits): Select four courses from Soc 304, 305, 310, 312, 337, 340, 454, and Anth 310.

4. Select upper division electives (14 credits) with advisor consent.
5. A GPA of 2.5 in all Human Service program courses is required for a BA or BS in social science.
6. Meet writing and research competency through components in Psy 429.

### Requirements for the Minor

A minimum of 24 credits in psychology is required for a minor. These 24 credits must include Psy 201, 202; 16 approved credits, only 4 of which may be Special Studies/Practicum or teaching assistant credits; and at least 12 credits at the upper division level. Special Studies/Practicum courses (Psy 199, 209, 309, 399, and 409) applied toward the psychology minor must be taught by a full-time member of the Psychology Department unless otherwise approved by the department. Credit toward a minor is only given for courses passed with a grade of C- or better.

### Certificate in Management of Human Resources (CMHR)

The Certificate in Management of Human Resources is collaboratively offered by the School of Business, the Psychology Department, and the Communication Department. The program is open to current upper division undergraduate, graduate, and postbaccalaureate students, as well as professional development individuals with significant managerial experience. To be awarded the Certificate in Management of Human Resources, students must meet the 36-credit course requirements, which are listed in the *Certificates* section on page 144.

### Interdisciplinary Studies

The objective of the interdisciplinary studies major with an emphasis in psychology or a related behavioral science is to prepare students for occupations requiring behavioral science backgrounds (e.g., welfare caseworker, probation/parole worker, psychometric aide, and research aide). The degree granted is a BA or BS in social science.

This program permits a broad major in the social sciences with a concentration in psychology for those whose educational goals are not met by any of the other psychology programs. The general requirements for this degree are found under *Interdisciplinary Options* on page 143. The specific requirements for social science majors with a concentration in psychology should reflect the needs of the individual student and must be planned with advisors in the Psychology Department. Application to the Psychology Department is required after the following prerequisites have been met: all required courses; Bi 101 or 211; Psy 201, 202, 228, and 229; and Mth 243. Students must maintain a minimum cumulative GPA of 2.5.

The required psychology capstone courses (Psy 498, 499) may not be taken until the student has: (1) been formally approved for an interdisciplinary studies major with a psychology emphasis and (2) registered with the Psychology Department and been assigned an advisor.

### Master in Applied Psychology (MAP) Graduate Program

Prospective students should address inquiries to the Psychology Department office coordinator or the Master in Applied Psychology (MAP) graduate office coordinator.

The principal objective of the MAP is to provide professional training in the application of psychological principles and methodologies





to increase the quality of function and service in public and private agencies, organizations, and communities. Each of the three tracks (Organizational Training and Development, Human Service, and Mental Health Counseling) is based on a common, integrated core of courses. The central goal of this core is to train master's level practitioners to be grounded in professional ethics and values, well-versed in the empirical nature of their professions, and sensitive to and supportive of the increasing multicultural diversity of their communities.

**Organizational Training and Development (OTD).** Prepares students for professional positions as trainers of individuals and groups. Students learn how to facilitate group process in a variety of settings, foster team-building, and assist with organizational development. Coursework includes development and evaluation of training programs and the use of various media technologies to enhance training. The OTD track is a member of the Council of Applied Master's Programs in Psychology (CAMPP).

**Human Service (HS).** Enhances the knowledge base and competence of providers and administrators of regional social service agencies. Managerial skills and public policy analysis, as well as program development, implementation, and evaluation, are central to this program. These skills are in increasing demand at both public and private agencies. The Human Service curriculum is designed to intersect with the SOU Human Service Degree Completion Program. It also conforms to broad educational objectives in human service, as outlined by the National Organization for Human Service Education (NOHSE).

**Mental Health Counseling (MHC).** Prepares professional counselors who are capable of providing extensive mental health services within public and private agencies, as well as in private practice. The curriculum is designed to meet national counseling standards so graduates will gain mobility in responding to changing employment needs throughout the U.S. Only the Council for Accreditation of Counseling and Related Educational Programs (CACREP) can determine such accreditation status. The MHC Program has attained CACREP accreditation, and the Oregon Board of Licensed Professional Counselors and Therapists has indicated that the curriculum meets the educational requirements for application for licensure as a licensed professional counselor.

The track has also been designed to meet the majority of the educational requirements for application for licensure as a marriage and family therapist in California.

### Admission Process

The deadline for applications for the next academic year is February 15. However, the OTD and HS tracks accept applications at other times on a space-available basis. Students are required to submit two separate applications:

1. an SOU application for admission using the policies described on page 162, along with a \$50 application fee; and
2. a Master in Applied Psychology application, which may be acquired by contacting

MAP Graduate Office Coordinator Lori Courtney at 541-552-6947 or map@sou.edu. These applications are also available online at [www.sou.edu/psych/graduate.htm](http://www.sou.edu/psych/graduate.htm).

### MAP Prerequisites

Prior to beginning their graduate program, MAP students are required to complete the following undergraduate requirements:

#### ALL TRACKS

General Psychology  
Statistics (Descriptive)  
Statistics (Inferential)  
Research Design/Methods

#### MHC AND OTD TRACKS

Learning and Memory

#### MHC TRACK

Lifespan/Developmental  
Abnormal

#### OTD AND HS TRACKS

Social Psychology  
Group Dynamics/Process

#### HS TRACK

HS coursework  
HS practicum

### MAP Curriculum

#### Core Required Courses for the Master in Applied Psychology

##### ALL TRACKS

The common core of the MAP includes coursework in ethics (Psy 581 or 582), research (Psy 542), and multicultural diversity (Psy 586 or 587). The specific option is prescribed by the track in which the student is enrolled. Each track requires the following coursework:

#### Organizational Training and Development\*

(69 credits)

Applied Social Psychology (Psy 534)	4
Human Learning (Psy 541)	4
Industrial/Organizational Psychology (Psy 546)	4
Training Design I: Media and Technology (Psy 517)	4
Group Dynamics and Training (Psy 538)	4
Applied Research Design (Psy 542)	4
Training Design II: Instructional Design (Psy 518)	4
Group Facilitation and Assessment (Psy 539)	4
Psychobiology (Psy 551)	4
or Health Psychology (Psy 552)	4
Practicum (Psy 509) or Teaching Psychology (Psy 516)	9
Personality and Organizational Behavior (Psy 533)	4
Elective (MM 517 or TBD)	TBD
Ethics and Roles (Psy 582)	2
Advanced Multicultural Psychology (Psy 587)	2
Program Evaluation (Psy 530)	4
Additional elective (see advisor)	TBD

\*To graduate from the OTD track of the MAP program, students must achieve satisfactory grades for: 1) all core courses specified above; 2) a minimum of 12 credits of approved graduate elective courses; and 3) a minimum of 9 credits from Psy 509. This yields a minimum total for the program of 69 credits, with the expectation that most students will take 11 credits in each

term of the second year. Each student must also prepare a portfolio, as detailed in the *Portfolio Planning Guide*, and support that portfolio in an oral defense.

#### Human Service

(62 credits)

Orientation to the Human Service Track (Psy 511)	2
The Helping Relationship (Psy 502)	4
Ethics and Roles in the Helping Profession (Psy 581)	2
Applied Research Design (Psy 542)	4
Program Development (Psy 529)	4
Program Evaluation (Psy 530)	4
Advanced Multicultural Psychology (Psy 587)	2
Elective (see advisor)	6
Practicum (Psy 509)	12
Organizational Leadership and Communication (MM 516)	3
Community Psychology (Psy 531)	4
Group Dynamics and Training (Psy 538)	4
Management Information Systems (MM 515)	3
Group Facilitation/Assessment (Psy 539)	4
Human Resource Environment (MM 517)	3
Portfolio: Human Service Track (Psy 512)	2

#### Mental Health Counseling

(90 credits)

Mental Health Counselor: Identity and Practice (Psy 572)	2
Counseling Theory (Psy 571)	4
The Helping Relationship (Psy 502)	4
Psychopharmacology (Psy 584)	2
Ethics and Roles in the Helping Profession (Psy 581)	4
Treatment Planning and Consultation (Psy 585)	2
Advanced Human Growth and Development (Psy 570)	4
Individual Counseling Practicum (Psy 504)	3
Applied Research Design (Psy 542)	4
Group Counseling (Psy 574)	4
Group Counseling Practicum (Psy 506)	3
Advanced Psychopathology (Psy 583)	4
Multicultural Mental Health (Psy 586)	4
Internship (Psy 510)	30
Elective (see advisor)	TBD
Crisis Intervention (Psy 575)	4
Assessment (Psy 521)	4
Occupational Choice (Psy 549)	4
Professional Guidance (Psy 599)	4
Mental Health Profession (Psy 573)	4

### Additional Educational Offerings

Within the major and minor degree curricula, the Psychology Department presents or conducts a variety of additional practica, field studies, seminars, and research activities.

#### Field Practicum and Human Service Learning Opportunities

The human service, field practicum, and internship programs provide a sequence of progressively intensive experiences in human service agencies in the classroom or in the community. Students in these programs are exposed to a wide range of human service activities and acquire experience as human service providers. Students have been placed in the following organizations: Community Works; Mental Health Services; Welfare Department; Child Welfare; Vocational Rehabilitation Services; Veterans



Domiciliary; animal shelter; preschools; Headstart; elementary and secondary school counseling programs; special education programs for the mentally disabled, emotionally disturbed, and physically disabled; private residential treatment centers; SOU's Counseling Services; the Women's Resource Center; juvenile justice programs; and public health programs.

Students interested in field experience programs must carefully plan with their advisor well in advance of any placement in such programs. Instructor consent and formal admission are required in all field service programs. Interested students should consult an advisor at their earliest convenience.

A maximum of 15 credits for field experience courses in psychology may be applied toward the bachelor's degree. These credits may be selected from any combination of Psy 209, 309, and 409. Only 6 credits from these courses may be counted toward the minimum 53 psychology credits necessary for a psychology degree.

### Research and Community Service

Students are encouraged to become involved in research and community activities. In addition to formal research courses, there are opportunities for involvement in the private research activities of various faculty members. Past projects have focused on such topics as competency examination development for professional groups, surveys of transportation facilities for the elderly and disabled, design and development of residential treatment facilities for the emotionally disturbed, creation of preschool education and Headstart projects, needs assessment surveys, and program evaluation research in a variety of areas.

Students should consult their advisors and faculty members to determine which research projects are currently ongoing or in the planning stages. Students are encouraged to initiate contact with faculty members for assistance with research activities, development of research proposals, and presentations of research findings at local and regional professional meetings.

### Psi Chi

Qualified students may become members of the local chapter of Psi Chi, a national honorary society in psychology. The purposes of Psi Chi are to encourage, stimulate, and maintain the scholarship excellence of individual members in all fields, particularly in psychology, and to advance the science of psychology. To achieve these goals, Psi Chi offers a wide range of local, regional, and national programs.

## Psychology Courses

### LOWER DIVISION COURSES

#### Psy 199 Special Studies

Credits to be arranged

#### Psy 201 General Psychology

4 credits

Offers a general survey of the field of psychology covering a range of scientific and applied areas, including methodology, biological basis of behavior, perception, learning, sensation, memory, motivation, thinking, and emotion. Approved for General Education (Explorations).

#### Psy 202 General Psychology

4 credits

Offers a general survey of the field of psychology covering a range of scientific and applied areas within the field, including human development, personality assessment, intelligence, maladaptive behavior patterns, treatment approaches, health and well-being, social and cultural groups, and social psychology. Approved for General Education (Explorations).

#### Psy 209 Human Service Practicum

1 to 3 credits each term

Offers entry-level field experience for psychology students. Typically taken during the freshman or sophomore year. Graded P/NP only. See *Field Practicum and Human Service Learning Opportunities* above. Prerequisite: Instructor consent.

#### Psy 211 The Psychology Major

1 credit

Required course for all students considering the psychology major. Offers advice about the necessary steps for becoming a psychology major. Covers career options, preparation for graduate school, research opportunities, and other topics related to becoming a successful undergraduate psychology major.

#### Psy 228 Methods, Statistics, and Applications I

4 credits

Combines the study of survey and correlational research designs with appropriate statistical techniques (e.g., various descriptive statistics, correlations, chi-square). Through an integrated laboratory experience, students apply their studies and gain practice in planning research methodology, collecting and analyzing data, and writing APA research reports. Prerequisite: Mth 243.

#### Psy 229 Methods, Statistics, and Applications II

4 credits

Examines experimental and quasi-experimental designs, along with appropriate statistical tests (e.g., t-tests, One-Way ANOVA, and Factorial ANOVA). Through a laboratory component involving data collection studies and research proposals, students practice using and designing experimental studies, collecting data, and writing APA research reports. Prerequisite: Psy 228.

### UPPER DIVISION COURSES

#### Psy 309 Advanced Human Service Practicum

1 to 6 credits

Engages students in an intensive observation of several agencies or programs using psychological principles and techniques. Observation and participation in routine activities are performed under the sponsorship of professional and SOU staff. Refer to *Field Practicum and Human Service Learning Opportunities* above for the types of agencies and programs where placement is possible. Graded P/NP only. Prerequisite: Junior or senior standing.

#### Psy 313 Human Behavior and Film

4 credits

Uses the medium of modern movies to explore psychological concepts. Topics include abnormal and social psychology, group dynamics, relationship issues, communication styles, and family dynamics. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### Psy 317 Personal and Social Adjustment

4 credits

Studies the processes contributing to human adjustment. Explores such topics as identity, self-concept, self-control, social relationships, feelings, conflicts and anxiety, sex role image, love, death, and fulfillment of human potential. Examines the influence of these topics on interpersonal effectiveness and satisfaction with life.

#### Psy 334 Social Psychology I

4 credits

Examines the influence of social and cultural environments on the behavior of the individual. Covers theories, methods, attitude formation and change, prejudice and discrimination, and social attraction. Psy 228 and 229 recommended.

#### Psy 335 Social Psychology II

4 credits

Continues study of the important theories, principles, and research of traditional social psychology and related social problems. Covers aggression and violence, prosocial behavior, groups and leaders, environmental psychology, social exchange, and applied social psychology. Prerequisite: Psy 334.

#### Psy 341 Learning and Memory

4 credits

Surveys theories and empirical research about learning, memory, and cognitive phenomena.

#### Psy 351 Physiological Psychology

4 credits

Studies the structure and function of the nervous and endocrine systems, especially as they relate to human behavior. Topics include motivation, sexual behavior, the physiological bases of emotion, sleep, learning, memory, depression, and psychopathology.

#### Psy 353 Sensation and Perception

4 credits

Surveys empirical research and theories about sensory and perceptual phenomena. Explores the sensations of vision, audition, touch, balance, smell, and taste, as well as our perceptual experiences of shape, color, depth, motion, and illusion.

#### Psy 369 Human Sexuality

4 credits

Surveys factual and practical knowledge about human sexuality. Provides learning experiences in a variety of areas, including the physiological and psychological aspects of sexuality, the meaning of relationships, value systems related to love and sex, and communication skills in intimate relationships. Psy 201 and 202 recommended.

**Psy 370 Lifespan Development**

4 credits

Surveys human growth and development from birth to death. Examines individual differences in physical and physiological development and evaluates perception, cognition, learning, personality, and social factors as they influence behavior through the human lifespan.

**Psy 399 Special Studies**

Credits to be arranged

Topics and credit vary. Psy 201 and 202 recommended.

**Psy 401/501 Research**

Credits to be arranged

**Psy 405/505 Reading and Conference**

Credits to be arranged

**Psy 407/507 Seminar**

Credits to be arranged

For more information, see *Additional Educational Offerings* on page 124.

**Psy 409A Practicum and Seminar in Psychological Services**

Credits to be arranged

Provides an integrated didactic theory and practice experience, allowing students to develop psychological service skills and knowledge within selected programs and agencies. This is a culmination theory-practice course. Students commit to a long-term experience, making formal arrangements for their placements by consulting field practicum instructors well in advance. Types of placement available are listed under Field Practicum and Human Service Learning Opportunities. Graded P/NP. Prerequisites: Senior standing; consent of the instructor and involved agency; substantial coursework in psychology and related behavioral science disciplines; and application to the Psychology Department practicum coordinator.

**Psy 409B Practicum: Human Service**

1 to 6 credits

Required course for human service majors. Provides direct exposure to human service agencies and clients by field placement within a local social service agency. Integrates knowledge, skill, and attitudes that are taught in the classroom. Allows students to develop human service skills and applied knowledge. Students must make necessary arrangements for practicum placement prior to term enrollment. Graded P/NP. Prerequisites: Junior or senior standing in Human Service program and instructor consent.

**Psy 414/514 Humanistic Psychology**

4 credits

Explores the historical and cutting-edge scholarly work of humanistic and existential psychologists on theory, research, and practice. Emphasizes the humanistic perspective in psychotherapy and education. Students consider the applications of humanistic and existential perspectives to their own lives and fields of interest.

**Psy 416 Teaching Psychology**

1 to 6 credits

Students explore the process of teaching psychology by working closely with an instructor. May involve any aspect of teaching, including literature research, laboratory demonstrations, tutoring, lecture presentations, leading discussion groups, paper-grading, and grade recording. Prerequisite: Instructor consent.

**Psy 429 Program Development**

4 credits

Explores the principles, processes, and practices involved in the creation of public policies and programs related to human service. Emphasizes the acquisition of skills necessary for effective program planning. Prerequisites: Mth 243 and instructor consent.

**Psy 431/531 Community Psychology**

4 credits

Examines the effects of social and environmental factors on behavior, with emphasis on the impact of societal systems (schools, neighborhoods, organizations, and other networks) on individuals and their mental health. Sample topics include community action, public policy, prevention programming, and social change processes.

**Psy 432/532 Personality**

4 credits

Offers analysis and survey of personality concepts and evaluation of selected personality theories.

**Psy 435/535 Environmental Psychology**

4 credits

Explores the theories, empirical research, and methodology of environmental psychology. Discusses environmental perception; the effects of noise, temperature, air pollution, and wind on behavior; personal space; territoriality; crowding; urban problems; leisure; recreation; and environmental activism.

**Psy 437/537 Creative Thinking**

4 credits

Involves experiential exercises designed to give students an opportunity to learn and gain thinking skills. Topics and exercises cover the development and assessment of creativity; the roles of learning styles, communication, assumptions, inferences, and hypotheses in creativity; the impact of groups on creativity; and various strategies for enhancing creativity.

**Psy 438 Group Dynamics**

4 credits

Examines group and interpersonal functioning via practical laboratory experience. Addresses leadership, group cohesion, decision making, conflict resolution, trust, interpersonal attraction, communication, and self-disclosure. Prerequisite: Comm 125 or experience in interpersonal communication or social psychology.

**Psy 443/543 Behavior Modification**

4 credits

Familiarizes students with the fundamentals and uses of behavior modification. Provides exposure to real-world applications and an opportunity to analyze applications of behavior modification in applied settings.

**Psy 444/544 Cognitive Processes**

4 credits

Studies current research and theory about how knowledge is perceived, represented, remembered, and used. Topics include memory, attention, language, thinking, problem solving, decision making, judgment, creativity, and human and artificial intelligence.

**Psy 445/545 Organizational Psychology**

4 credits

Applies the principles of psychology to job applicants, employees, managers, and consumers in business and industry. Examines the use of psychological principles in solving problems in the work world, including conflict resolution, power and influence within the organization, communication and leadership, integration of individual needs with management goals, and maintenance of institutional vitality. Soc 204 recommended.

**Psy 446 Industrial/Organizational Psychology**

4 credits

Introduces the industrial/organizational (I/O) field of psychology. After surveying I/O theories and methods such as job design, personnel selection, job satisfaction, training, and team building, students get an opportunity to model some of these methods in small group exercises and case study analysis. Prerequisite: Psy 229 or 327.

**Psy 452/552 Health Psychology**

4 credits

Explores the role of psychological factors in physical health. Covers such topics as the roles of cognition, social factors, and personality in the mind-body connection. Analyzes the brain, nervous system, and endocrine system. Examines applications to stress in the workplace, the development of physical and mental illness, and other implications.

**Psy 453/553 Stress Management**

4 credits

Focuses on determining the nature of stress, its effects on people, and how to minimize its negative effects. Describes physiological and psychological stress reactions, stress-related disease processes, individualization of stress reactivity, and maximization of one's own stress management potential.

**Psy 457/557 Drug Use and Abuse**

4 credits

Surveys the physiological, psychological, and societal effects of chemical substances on humans. Emphasizes drugs of major usage, such as prescription drugs, alcohol, nicotine, marijuana, and cocaine.

**Psy 460/560 Child and Adolescent Development**

4 credits

Provides an in-depth examination of the major developmental issues from infancy through adolescence, with emphasis on empirical models of cognition, psychosocial development, and personality. Culminating project involves application and theoretical integration. Prerequisite: Psy 370.

**Psy 463/563 Psychopathology of Childhood**

4 credits

Surveys the field of child psychopathology, including the theoretical concepts, etiology, assessment, and treatment of various childhood disorders. Emphasizes understanding children in the context of their development, families, and culture. Prerequisite: Psy 370.

**Psy 465/565 Adult Development and Aging**

4 credits

Studies the principles and methods of developmental psychology as they are seen in individuals from early adulthood to death. These include physical functioning, changes in cognitive and behavioral processes, personality changes and development, intimacy and family development, career development, and cultural factors in the aging process. Prerequisite: Psy 370.

**Psy 467/567 Death and Dying**

4 credits

Offers a psychological examination of death and dying. Surveys the many dimensions of death and our death-care system. Explores the ways in which psychological and societal assumptions, expectations, and practices influence our relationship with death. Psy 201 and 202 recommended.

**Psy 471 Introduction to Helping Skills**

4 credits

Explores the roles and functions of the professional counselor. Focuses on developing the core ingredients of effective counseling practice, including the interpersonal, conceptual, and helping skills relevant to personal, work, and family relationships at the paraprofessional level. Emphasizes helping microskills, ethics, and application of contemporary theory. Prerequisite: Junior or senior standing.

**Psy 475 Crisis Intervention Strategies**

4 credits

Introduces crisis intervention research and theory. Emphasizes interventions for suicide, domestic violence, rape, post-traumatic stress disorder, grief, and terrorism.

**Psy 479 Abnormal Psychology**

4 credits

Surveys the major categories of behavioral and mental disorders, including schizophrenia; anxiety; and childhood, dissociative, mood, personality, sexual, and substance disorders. Explores etiology, general characteristics of the disorders, and current treatments. Emphasizes the sociocultural factors affecting diagnosis and prognosis.

**Psy 487 Multicultural Psychology**

4 credits

Considers theory, research, and multicultural perspectives as they relate to applied psychology and special populations. Students explore their own ethnic and cultural heritages, challenging biases and confronting stereotypes. Emphasizes issues related to the role of the professional psychologist.

**Psy 489/589 Native American Psychology**

4 credits

Surveys selected health issues, such as psychosocial problems-in-living, depression, suicide, and substance abuse. Also addresses the traumatizing impact of the American Dream.

**Psy 490/590 Women and Relationships**

4 credits

Offers an intensive exploration of women's involvement in interpersonal relationships, with a focus on theoretical and experiential aspects. Considers women's roles, identities, and self schemas as influenced by interactions with others in cultural, familial, and intrapsychic frameworks.

**Psy 492/592 Psychology of Women**

4 credits

Surveys women's issues from the perspective of feminist psychology, including lifecycles, theories, and contemporary social problems. Critiques traditional psychological assumptions, data, philosophies, and policies in light of new trends. Students actively explore empirical and experiential aspects of such issues as psychological sex differences, socialization of gender, identity development, androgyny, power, language, violence, and therapy.

**Psy 495/595 Lesbian and Gay Studies**

4 credits

Provides students with in-depth exposure to a select set of lesbian and gay issues in relation to the field of psychology. From a psychological perspective, students examine the assumptions, definitions, supporting research, personality theorists' perspectives, and counseling concerns as they relate to lesbians and gay men.

**Psy 496/596 History and Systems of Psychology**

4 credits

Explores the historical development of psychology as a science. Offers critical analysis of the various historical and contemporary movements and issues related to scientific inquiry and the evolution of knowledge.

**Psy 497 Human Service Capstone Project**

4 credits

Integrates and synthesizes the skills and knowledge acquired in the Human Service program. Students develop a social service program encompassing needs assessment, program rationale, objectives, methods, activities, and a plan for program evaluation. Prerequisites: Psy 429, acceptance into the Human Service program, and senior standing.

**Psy 498, 499 Psychology Capstone Project**

2 credits each

Students integrate and synthesize the skills and knowledge specified in the nine goals of the psychology major in a project involving a psychological, investigative process. Several options are available for the project, which is conducted during the two terms of the required senior capstone. Prerequisites: Psychology major or interdisciplinary psychology emphasis; senior standing.

**GRADUATE COURSES**

Note: All 500-level graduate-only courses require instructor consent or enrollment in the MAP program.

**Psy 502 The Helping Relationship**

4 credits

Includes practice and supervised training in communication skills that foster effective helping relationships and therapeutic alliances, as well as entry-level counseling techniques and intervention approaches. Utilizes observation, videotape, and audiotape review in individual, dyad, and group supervision. Prerequisite: Enrollment in the HS or MHC track. Corequisite: Psy 571.

**Psy 503 Thesis**

Credits to be arranged

**Psy 504 Individual Counseling Practicum**

4 credits

Supervised practicum and training to accompany the theories studied in Psy 571. Provides an experiential component to theoretical studies. Students counsel several undergraduate student volunteers and review videotapes in individual and group supervision. May be taken again for practice purposes. Prerequisite: Enrollment in the HS or MHC track.

**Psy 506 Group Counseling Practicum**

4 credits

Provides supervised training and practicum in group counseling. Co-leaders plan and conduct an ongoing group with undergraduate student volunteers and review videotapes in individual, dyad, and group supervision. May be taken again for practice purposes. Prerequisite: Enrollment in the HS or MHC track. Corequisite: Psy 574.

**Psy 509 Practicum**

1 to 6 credits

Supervised experience at agencies and organizations. Provides opportunities for professional service that reflect students' academic goals. Students work as part of an organization and under the supervision of a site supervisor and SOU practicum supervisor. To fulfill requirements for graduation, OTD students must have a minimum of 9 Psy 509 credits and HS students must have a minimum of 12 Psy 509 credits. HS students may apply up to a total of 15 Psy 509 credits, as approved, toward graduation requirements. OTD students may apply up to 15 credits total in Psy 509 and 516 combined, and as approved, toward graduation requirements. Prerequisite: Enrollment in the HS or OTD track.

**Psy 510 Internship**

1 to 8 credits

Offers a supervised counseling experience at selected agencies and organizations. Students provide counseling services to agency clients and function as part of the agency counseling personnel. Sessions are reviewed in both individual and group supervision. Documentation, on-site supervision and evaluation, and weekly meetings with the SOU supervisor required. Graded P/NP. MHC students are required to take at least 30 credits of supervised internship during their program. Prerequisites: Psy 571, 574, and enrollment in the MHC track.



**Psy 511 Orientation to the Human Service Track**

2 credits

Seminar required of all students entering the MAP program's Human Service Track. Provides means for students and faculty to discuss expectations of the program. Topics include roles of human service professionals, planning a meaningful internship, becoming familiar with graduate school academic expectations, and learning APA style. Prerequisite: Enrollment in the HS track.

**Psy 512 Portfolio: Human Service Track**

2 credits

Seminar for successful completion of professional portfolio. Development of executive summary detailing strengths and deficiencies related to core competencies. Discusses continuing professional education after graduation, including both new skills and knowledge, as well as work to improve on current deficiencies. Involves both group and individual sessions. Prerequisite: Enrollment in the HS track.

**Psy 516 Teaching Psychology**

1 to 6 credits per term

Students explore the process of teaching psychology by working closely with an instructor. Involves laboratory demonstrations, lecture presentations, discussion groups and small-group work facilitation, and paper-grading. Prerequisite: Instructor consent. Corequisite: Psy 509 for credit to meet requirements of the OTD practicum.

**Psy 517 Training Design I: Media Technology**

4 credits

Introduces multimedia and computer aids for the development, presentation, and evaluation of training programs. Familiarizes students with popular software, the Internet, and other distance-learning technologies for training. After developing a training program, students present their programs to an audience, incorporating one or more forms of multimedia technology.

**Psy 518 Training Design II: Instructional Design**

4 credits

Provides an overview of instructional design theory and methodology. Emphasizes experiential learning and seminar and workshop development. Students design and rehearse a training project with videotaped and interpersonal feedback.

**Psy 521 Assessment**

4 credits

Surveys the common assessment methods and instruments used in counseling children, adolescents, adults, elders, couples, and families. Addresses assessment requirements of managed care and methods of assessing counseling effectiveness.

**Psy 529 Program Development**

4 credits

Explores the principles, processes, and practices involved in the creation of human service programs. Students develop a model social service program as a significant part of this course. Prerequisites: Undergraduate courses in descriptive and inferential statistics; instructor consent.

**Psy 530 Program Evaluation**

4 credits

Explores models of evaluation and applies research methods to policy and program assessment, with emphases on mental health, human service, and organizational settings. Students conduct a supervised program evaluation. Prerequisite: Psy 542.

**Psy 533 Personality and Organizational Behavior**

4 credits

Focuses on assessment in organizations, particularly individual differences in personality, ability, preferences, and temperament. Explores the relationship between individual difference variables, as well as roles and issues such as leadership selection, placement, and development. Prerequisite: Enrollment in the MAP program.

**Psy 534 Applied Social Psychology**

4 credits

Surveys research and theory in social psychology, with particular emphases on applied approaches to social and environmental problems, group and organizational functioning, and social intervention programs related to health, mental health, or intergroup contact. Prerequisite: Undergraduate social psychology course.

**Psy 538 Group Dynamics and Training**

4 credits

Examines group and interpersonal functioning via practical laboratory experience. Addresses leadership, group cohesion, decision making, conflict resolution, trust, interpersonal attraction, communication, and self-disclosure. Addresses the role of training and team building in organizations.

**Psy 539 Group Facilitation and Assessment**

4 credits

Surveys models of group facilitation and methods of assessing group functioning. Emphasizes functional or training groups in organizations. Topics include ongoing process consultation, facilitation of team effectiveness training, group-process educational groups, short-term problem-solving designs, models of group decision making, and structured inventories to assess group structure and process. Students facilitate groups. Prerequisite: Psy 538.

**Psy 541 Human Learning**

4 credits

Analyzes theory and research on human learning and memory, with emphasis on cognitive and social cognitive theory. Pays special attention to issues surrounding human adult learning and retention of meaningful material related to work and social functioning. Prerequisite: Undergraduate learning and memory or cognitive psychology course.

**Psy 542 Applied Research Design**

4 credits

Emphasizes the design of applied research and outcome evaluation in counseling, organizational, and human service settings. Reviews relevant experimental, quasi-experimental, and

correlational designs, with additional training in qualitative methods. Prerequisite: Undergraduate research methods and statistics course.

**Psy 546 Industrial/Organizational Psychology**

4 credits

Surveys the field of industrial and organizational psychology. Introduces students to the broad professional context in which they may work. The first half of the course focuses on traditional industrial psychology methods, such as job design and analysis and personnel selection and appraisal. The second half addresses the integration of organizational psychology theories and methods, including motivation, job satisfaction, communication, leadership, team building, and training and development.

**Psy 549 Occupational Choice and the Psychology of Careers**

4 credits

Introduces the psychology of career-life planning and occupational choices. Follows guidelines from CACREP for counselor preparation and is a core course in the MHC track. Examines career development theories and decision-making models; lifespan career development; career, educational, and labor market information systems and resources; program planning and evaluation; assessment; and career counseling approaches, techniques, and ethical considerations.

**Psy 551 Psychobiology**

4 credits

Analyzes human effect, thought, and behavior from biological, evolutionary, and neuropsychological perspectives. Emphasizes common problems that affect social functioning, including alcohol and substance use and abuse, sleep disorders, immune system dysfunction, and disorders involving anxiety, anger, or depression. Prerequisite: Undergraduate physiological psychology or human biology course.

**Psy 569 Psychology of Human Sexuality**

4 credits

Surveys the psychological aspects of human sexual behavior relevant to the work of mental health counselors and human service professionals. Considers typical and atypical sexual behavior, sexual health and wellness throughout the lifespan, sexual orientation, gender, sexual dysfunction, paraphilic behaviors, sex therapy, and counseling practice related to sexuality. Prerequisite: Enrollment in the MAP program.

**Psy 570 Advanced Human Growth and Development**

4 credits

Examines theory and research on human development from birth to death. Addresses individual differences in physical and physiological development. Evaluates the influence of perception, cognition, learning, personality, and social factors on behavior throughout the human lifespan. Prerequisite: Psy 560 or undergraduate coursework in lifespan development or developmental psychology.

**Psy 571 Counseling Theory**

4 credits

Explores the roles and functions of the professional counselor relative to other mental health professionals. Develops the core ingredients of effective counseling practice, including interpersonal, conceptual, and helping skills that foster movement toward a client's goals. Addresses the personal qualities of effective counselors, the creation of therapeutic alliances, counseling microskills, ethical practice, and techniques fundamental to contemporary theoretical orientations. Surveys the primary models of counseling and psychotherapy from theoretical, experiential, and personal growth perspectives. Prerequisite: Undergraduate coursework in abnormal psychology.

**Psy 572 Mental Health Counselor: Identity and Practice**

2 credits

Provides a foundation of the mental health counseling profession's history, unique contributions to the human service provider field, identity themes, distinctive practice characteristics, and an interdisciplinary approach to interventions.

**Psy 573 Mental Health Profession**

4 credits

Refines counseling skills and continues development of professional portfolios. Students write a professional disclosure statement, conduct a seminar on their theoretical framework, determine the setting and clients best-suited for their theoretical approach, and address other issues germane to the professional counselor and human service professional. Prerequisite: Psy 571 and enrollment in the HS or MHC track.

**Psy 574 Group Counseling**

4 credits

Offers a theoretical and experiential introduction to group counseling. Emphasizes leadership styles and skills; stages of counseling groups; ethics; specific modalities; and major orientations to group counseling and their applications, evaluations, and effectiveness. Students participate in experiential and supervision groups. They also plan and co-lead a counseling group with student volunteers as part of laboratory experience. Prerequisites: Coursework in group dynamics and enrollment in the HS or MHC track.

**Psy 575 Advanced Crisis Intervention Strategies**

4 credits

Applies intervention strategies to specific crisis situations and critical incidents. Studies the driving forces behind the event, assessment procedures, and intervention strategies applied during and after the trauma incident. Crisis categories include suicide, battered women's syndrome, sexual assault, post-traumatic stress disorder, personal loss, and substance abuse.

**Psy 576 Family and Marriage Counseling**

4 credits

Explores the theoretical and practical applications of family-systems approaches to the treatment of dysfunctional families and couples. Presents family lifecycle issues, the role of the therapist, and alternatives to intervention. Prerequisite: Psy 571.

**Psy 577 Counseling Children**

4 credits

Surveys methods, other than behavior modification, of counseling children. Includes forms of play therapy, expressive therapy, role-playing, stress management for children, and experiential methods that aid in the assessment of children's problems. Prerequisite: Enrollment in the MAP program.

**Psy 581 Ethics and Roles in the Helping Profession**

4 credits

Examines the ethical standards of the American Counseling Association, the American Psychological Association (APA), the American Mental Health Counseling Association, and the National Organization for Human Service Education. Focuses on legal and ethical issues related to professional practice in counseling and human service fields. Emphasizes issues of public policy and sociocultural factors affecting counseling. Challenges participants to apply critical-thinking skills to ethical decision making in their respective professional roles. Prerequisite: Enrollment in the MAP program.

**Psy 582 Ethics and Roles**

2 credits

Examines the ethical standards of the American Psychological Association (APA) and the American Society of Training and Development. Challenges participants to apply critical-thinking skills to ethical decision making in their professional roles.

**Psy 583 Advanced Psychopathology**

4 credits

Explores the diagnosis, assessment, and treatment of mental illness as defined by the DSM-IV. Covers treatment planning, with special emphasis on psychopharmacology. Prerequisite: Undergraduate course in abnormal psychology.

**Psy 584 Psychopharmacology**

2 credits

Provides a basic overview and understanding of how medications are used in the treatment of psychological and behavioral disorders. Various DSM diagnoses provide a framework for learning about treatment choices that include psychiatric medications. Focuses on the integration of psychotropic medications and counseling. Topics include drug interactions, medication side effects, consultation with medical personnel, and characteristics of psychiatric medications.

**Psy 585 Treatment Planning and Consultation**

2 credits

Focuses on general principles and practices of diagnosis, treatment planning, consultation and referral of mental and emotional disorders, and dysfunctional behavior, including addictive behaviors. Examines the etiology of mental and emotional disorders/dysfunctions and addictive behaviors.

**Psy 586 Multicultural Mental Health**

4 credits

Surveys the mental health status of racial and ethnic groups in the United States. Presents cul-

ture-specific models for providing assessment, diagnosis, and treatment services for individuals, including children, adolescents, adults, families, groups, and communities. Examines ethical issues and training for service providers.

**Psy 587 Advanced Multicultural Psychology**

2 credits

Considers theory, research, and multicultural perspectives as they relate to applied psychology and special populations. Students explore their own ethnic and cultural heritage, challenging biases and confronting stereotypes. Emphasizes issues related to the role of the professional psychologist. Prerequisite: Enrollment in the MAP program.

**Psy 599 Professional Guidance**

4 credits

MHC students work closely with a faculty advisor in seminar and individual meetings to begin their professional portfolios and identify their strengths, challenges, and areas of interest. This process includes determining the setting and clients best-suited to the student, identifying appropriate theoretical orientations, and continuing the discussion of ethical concerns and professional identity. Prerequisite: Enrollment in the MAP program.

**Sciences**

Science 173

541-552-6474

Joseph L. Graf Jr., Dean

Programs in the School of Sciences involve students in significant research activities, preparing them for successful careers and advanced educational opportunities. SOU faculty are committed to providing students with personal instruction and advising, small classes, experience with modern instrumentation and technology, and opportunities to build investigative and communication skills.

The School of Sciences offers student-centered, hands-on undergraduate programs in biology, chemistry, computer science, geology, mathematics, physics, engineering, environmental studies, and applied multimedia (see page 147), as well as a number of preprofessional programs. Graduate degree programs include master's degrees in three areas: mathematics/computer science with an emphasis in computer science, interdisciplinary science with an emphasis in biology, and environmental education. Many science and mathematics courses are designed to serve students with major interests in other academic areas. These courses broaden students' knowledge of scientific disciplines and the impact of these disciplines on human thought and experience.

The region's diverse environment offers students an outstanding natural laboratory for research and instruction. Departments in the School of Sciences have established relationships with local businesses and local, state, and federal agencies, where faculty and students perform research, and students gain practicum and internship experiences. The Departments of Biology and Mathematics, which both support teacher education and the Environmental



Education Graduate Program, maintain strong ties with the educational community. In addition, the Computer Science Department collaborates with local software developers.

## Departments

Biology, Chemistry, Computer Science, Geology, Mathematics, Physics/Engineering

## Degrees

BA and BS in Biology, Business-Chemistry, Business-Mathematics, Business-Physics, Chemistry (five options), Computer Science (four options), Environmental Studies (five options), Geology, Mathematics, Mathematics-Computer Science, and Physics (three options)

MA and MS degrees in Science and Mathematics-Computer Science

MS in Environmental Education

## Minors

Applied Multimedia, Biology, Chemistry, Computer Science, Geology, Mathematics, and Physics

## Certificate

Certificate in Botany (Biology Department)

## Undergraduate Degree Programs

Each department in the School of Sciences offers both bachelor of arts and bachelor of science degrees. Interdisciplinary degrees are available, with options in several school areas within the sciences. Co-major degrees are offered with the School of Business in chemistry, mathematics, and physics. An interdisciplinary studies major in environmental studies is also available. For details about the requirements for these degrees, refer to the appropriate departments in this section of the catalog and to *Interdisciplinary Options* on page 143. For general degree requirements, see *Baccalaureate Degree Requirements* on page 19.

## Preprofessional Programs

Preprofessional programs enable students to complete one or more years of study at Southern Oregon University prior to transferring to a professional school. SOU offers preprofessional programs in chiropractic medicine; dental hygiene; dentistry; education; engineering; law; medical technology; medicine; nursing; occupational therapy; optometry; pharmacy; physician's assistant; psychology, counseling, social work, or human service; and veterinary medicine. For specific information, refer to the department in which the program is listed and see *Preprofessional Programs* on page 151. You may also inquire at the School of Sciences office (Science 173).

## Graduate Programs

Students pursuing a master of arts or master of science degree may select environmental education, mathematics-computer science, or science as an option. Graduate coursework is offered in biology, chemistry, computer science, geology, mathematics, physics, and general science. Students should contact the dean of the department in the School of Sciences for more information.

## Master of Science in Environmental Education

This program serves students seeking careers that require a scientific understanding of the natural world, awareness of the environmental problems affecting present and future generations, and the skills needed to become effective educators. The MS in Environmental Education program is designed to help students acquire scientific knowledge and professional skills in preparation for careers devoted to formal and informal education, sustainable resource use, environmental justice, protection of biodiversity, and preservation of wildlands. Graduates find jobs as teachers in school and field settings, as interpretive naturalists at museums and national parks, and as environmental advocates working with governmental and nongovernmental organizations to educate the public. Graduates participate as responsible and informed citizens promoting wise policy decisions affecting the environment.

To enter the program, applicants need at least 18 quarter credits (or 12 semester credits) in the natural sciences, as approved by a coordinator of the Environmental Education program. Students admitted to the program or admitted as postbaccalaureate students intending to enter the program should meet with an environmental education advisor before taking classes. A completed application comprises the environmental education application packet, official GRE scores, official transcripts, and three letters of recommendation. Applications are reviewed on January 15, April 15, and October 15.

The curriculum consists of 45 graduate credits, 18 of which are core credits, distributed as follows:

(18 credits)

Techniques of Field Interpretation (Bi 522) .....	3
Natural History of the Pacific Northwest (Bi 523).....	3
Conservation Biology (Bi 538) .....	3
Natural Resource Management (Bi 590) .....	3
Interpretive Practices (Bi 591) .....	3
Environmental Education Internship (Bi 592) .....	3
Complete 15–18 credits from the following courses:	
Research (Bi 501) .....	4–6
Thesis (Bi 503) .....	6
Mammalogy (Bi 515) .....	4
Biological Illustration (Bi 530) .....	3
Origins and Diversity of Land Plants (Bi 532) .....	4
Methods in Plant Systematics (Bi 535) .....	4
Algae, Fungi, and Lichens (Bi 536) .....	4
Bryophytes (Bi 542) .....	4
Plant Identification and Field Botany (Bi 544) .....	3
Evolution (Bi 546) .....	4
Fish and Fisheries (Bi 550) .....	4
Community and Population Ecology (Bi 553) .....	4
Plant Ecology (Bi 554) .....	4
Biology of the Lower Invertebrates (Bi 561) .....	4
Biology of the Higher Invertebrates (Bi 562) .....	4
Entomology (Bi 566) .....	4
Herpetology (Bi 570) .....	4
Ornithology (Bi 571) .....	4
Aquatic Ecology (Bi 575) .....	4
Animal Behavior (Bi 580) .....	4

Any other courses approved by a coordinator of the Environmental Education program.

Select 9–12 credits from a related area:

Ecology of Small-Scale Societies (Anth 551) .....	4
Negotiation and Conflict (Comm 555) .....	4
Curriculum Design and Educational Change (Ed 522) .....	3
Special Methods in Secondary Science (Ed 558) .....	3
Geology of the Wild Rogue River (G 555) .....	3
Cultural Geography (Geog 511) .....	4
Geography of Tourism (Geog 517) .....	4
Topics in Physical Geography (Geog 519) .....	2
Conservation in the United States (Geog 537) .....	4
Land Use Planning (Geog 539) .....	4
Geomorphology (Geog 581) .....	4
Climatology (Geog 582) .....	4
Remote Sensing (Geog 587) .....	4
Geographic Information Systems (Geog 589) .....	5
Field Geography (Geog 594) .....	4
Outdoor Survival (PE 530) .....	3
Programs for Special Populations (PE 544) .....	3
Leadership and Management (PE 548) .....	3
Environmental Law and Policy (PS 541) .....	4
Environmental Psychology (Psy 535) .....	4
Group Dynamics and Training (Psy 538) .....	4
Organizational Psychology (Psy 545) .....	4
Data Collection, Analysis, and Interpretation for Environmental Science (Sc 512) .....	3
Any other courses approved by a coordinator of the Environmental Education program.	

Bi 501, 505, 507, and 509 may be taken with advisor approval. See *Open-Numbered Graduate Courses* on page 164 for further information.

Degree candidates choose a thesis project or a written exam option. All students complete practical exams and an oral defense.

## Science Courses

### LOWER DIVISION COURSES

#### Sc 199 Special Studies

Credits to be arranged

#### Sc 209 Practicum

Credits to be arranged

#### Sc 211, 212, 213 Explorations in Science

3 to 4 credits each

Satisfies General Education requirements as an Explorations in Science sequence. Approved for General Education (Explorations).

### UPPER DIVISION COURSES

#### Sc 339 History and Philosophy of Science

4 credits

Considers the nature of scientific reasoning. Analyzes basic scientific concepts, such as explanation, hypothesis, and causation. Prerequisites: Explorations sequences from all three of the learning areas, Core 103, and completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with Phl 339.)

#### Sc 345 History and Philosophy of the Environmental Movement

3 credits

Explores the scientific, philosophical, historical, sociopolitical, and ethical foundations of the environmental movement. Covers such issues as resource conservation, sustainable use, biodiversity protection, wildlands preservation, pollution abatement, environmental justice, and global environmental change. Three lectures. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).



**Sc 350 Women in Science**

3 credits

Examines past and current trends of women in various scientific disciplines. Explores the culture of science and the lives and contributions of women scientists. Includes lectures, guest speakers, and group discussions. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Sc 353 Oceanography**

3 credits

Beginning course designed to give an overview of the interrelationships between the geological, physical, chemical, and biological systems in the world's oceans. Visually illustrates the material and highlights contemporary topics using a descriptive approach. Three lectures. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis). (Cross-listed with G 353.)

**Sc 399 Special Studies**

Credits to be arranged

**Sc 401/501 Research**

Credits to be arranged

**Sc 405/505 Reading and Conference**

Credits to be arranged

**Sc 407/507 Seminar**

Credits to be arranged

**Sc 408/508 Workshop**

Credits to be arranged

**Sc 409/509 Practicum**

Credits to be arranged

**GRADUATE COURSES****Sc 510 Selected Topics in Science**

Credits to be arranged

**Social Science**

Taylor 122

541-552-6521

Josie Wilson, Interim Dean

The social science area provides coursework and learning experiences in human behavior, society, history, and culture from the perspectives of several disciplines. General social science courses address a broad range of issues from an interdisciplinary perspective. The goal of these courses is to develop a holistic understanding of complex contemporary issues.

**Departments and Programs**

Center for First Nations Studies, Criminology and Criminal Justice, Economics, Geography, History, International Studies, Political Science, Psychology, Sociology and Anthropology

**Degrees**

BA and BS in Anthropology, Criminal Justice, Economics, Geography, History, Human Service, International Studies, Political Science, Psychology, Social Science, and Sociology

MA and MS degrees in Applied Psychology, with tracks in Organizational Training and Development, Human Service, and Mental Health Counseling

**Minors**

African and Middle Eastern History (History), Anthropology (Sociology and Anthropology), Criminal Justice (Criminology and Criminal Justice), Economics (Economics), European History (History), Geography (Geography), International Peace Studies (Interdisciplinary), Latin American History (History), Latin American Studies (Interdisciplinary), Native American Studies (Interdisciplinary), Political Science (Political Science), Psychology (Psychology), Sociology (Sociology and Anthropology), and United States History (History)

Note: The *Interdisciplinary Minors* section begins on page 147.

**Certificates**

Certificate in Applied Cultural Anthropology

Certificate in Applied Finance and Economics

Certificate in Cultural Resource Management

Certificate in Native American Studies

**Summer Programs**

Courses ranging from 100-level to graduate level are usually offered during Summer Session, and coursework from the approved curriculum is scheduled for each discipline. In addition, multidisciplinary classes with special study programs and workshops are frequently offered.

**Graduate Study**

Master of arts or master of science degrees in social science are offered through the Department of Health & Physical Education. The Master in Applied Psychology (MAP) is offered by the Department of Psychology. For more information, please refer to the specific departmental listings and to the *Graduate Studies* section on page 162.

**Social Science Courses****LOWER DIVISION COURSES****SSc 199 Special Studies**

Credits to be arranged

**SSc 209 Practicum**

Credits to be arranged

**UPPER DIVISION COURSES****SSc 351 Oregon's Future**

4 credits

Presents an interdisciplinary approach to contemporary issues in Oregon, including politics and history; population demographics; educational problems and reforms; budgetary outlook, tax restructuring, and spending issues; the status of prisons and crimes; and environmental issues. (Cross-listed with Ec 351.)

**SSc 387 American Economic History**

4 credits

Covers the economic development of the United States and the evolution of American economic institutions from colonial times to the present. Prerequisite: Junior or senior standing. (Cross-listed with Ec 387.)

**SSc 389 America in the Global Economy**

4 credits

Examines the transformation of the American economy since World War II and its growing interdependence with and integration into the world economy. Emphasizes current problems such as budget and trade deficits, international debt, world competitiveness, protectionism, and economic cooperation with other countries. Prerequisite: Junior or senior standing. (Cross-listed with Ec 389.)

**SSc 399 Special Studies**

Credits to be arranged

**SSc 401/501 Research**

Credits to be arranged

**SSc 403/503 Thesis**

Credits to be arranged

**SSc 405/505 Reading and Conference**

Credits to be arranged

**SSc 407/507 Seminar**

Credits to be arranged

**SSc 408/508 Workshop**

Credits to be arranged

**SSc 409/509 Practicum**

Credits to be arranged (maximum 15 credits)

**SSc 437/537 Conservation in the United States**

4 credits

Explores the evolution of Western environmental perceptions from classical times to present. Focuses on environmental movements in the United States, the forces behind environmental crisis, and the responses by society and its institutions. Prerequisites: ES 111, 112, or 210 and upper division or graduate standing. (Cross-listed with Geog 437/537.)

**SSc 439/539 Land Use Planning**

4 credits

Applies land use planning history and legal foundations to provide the framework for exploring problems in land use planning, development, and public policy formulation. Pays particular attention to Oregon's land use planning legislation and its regional implementation. Geog 350 recommended. Prerequisites: Geog 107, 108, or ES 210 and upper division or graduate standing. (Cross-listed with Geog 439/539.)

**GRADUATE COURSES****SSc 510 Selected Topics in Social Science**

1 to 14 credits

**SSc 511 Contemporary Developments in the Social Sciences**

3 credits

Explores new thoughts, trends, and developments in selected social science areas. Examines current research studies on contemporary problems.

**SSc 514 Education in Sociological Perspectives**

3 credits

Examines literature and research related to the current and historical role of public education in American society from the multiple perspectives of the social sciences. Strengthens analytical skills by applying social science research to the assessment of educational change and public policy on the purpose and operation of public schools, including selected instructional and curricular innovations. (Cross-listed with Ed 514.)

**SSc 516 Contemporary America**

3 credits

Studies contemporary social, political, military, and economic issues and problems. Research paper required.

**SSc 530 The Contemporary World**

3 credits

Offers a historical and critical approach to understanding contemporary issues and problems. Research paper required.

**Sociology and Anthropology**

Taylor 122

541-552-6321

Jean Maxwell, Chair

Professor: Victoria Sturtevant

Associate Professors: S. M. Shamsul Alam,

Anne Chambers, Echo Fields, Jean Maxwell,

Mark Shibley, Mark Tveskov

Assistant Professor: Julie Reed Kochanek

Adjunct Faculty: Barry Baker, Keith Chambers,

Luncy Edwards, Erika Giesen, Robert Horton,

James Phillips, Kevin Preister, Hogan

Sherrow, Dee Southard, Sarah Stevens,

Bonnie Yates

Emeritus Faculty: Cecile Baril, Richard

Colvard, Iain Couchman, Bryce Johnson

Sociological and anthropological perspectives uncover assumptions about social and cultural arrangements. As a joint department, we offer training in the distinctive concepts and methods specific to the disciplines of sociology and anthropology. Department faculty also collaborate on the exploration of social forces, social organization, and cultural diversity from a holistic point of view.

**Anthropology**

Anthropology's diverse subject matter "human beings in all times and places" reflects the discipline's interest in human culture dating from the Paleolithic past to contemporary times; in exotic, distant societies and the myriad subcultures of the Western world; in the biological bases of human behavior and our most elaborate cultural creations; and in the interaction of diverse peoples in colonial and modern contexts. Grounded in the practical realities of daily life and direct ethnographic research, anthropological methods are applicable cross-culturally. Perhaps anthropology's greatest strength, however, is the perspective it promotes: an understanding and appreciation of cultural diversity, human universals, and the dynamic potential of human culture.

Undergraduate preparation in cultural anthropology equips students with theories and methods for living and working in all human societies. Being trained in anthropology can make people more effective advocates, mediators, and translators in contexts that involve minority cultures or different cultural philosophies. It provides a basis for careers in human service, education, medicine, development, public administration, and business.

Archaeology examines material remains to understand and explain past and present human behavior. Archaeologists excavate and analyze the tools, textiles, pottery, and other artifacts of prehistoric peoples to reconstruct ancient cultures. They also investigate the cultural interaction between Western and nonwestern societies. A major branch of contemporary archaeology deals with preserving knowledge of our country's past through cultural resource management and historic preservation.

Coursework and discussions emphasize practical applications in the anthropology program. Students are encouraged to expand on this by seeking internships and practicum placements that match their specific interests and fully develop their anthropological skills. The department's close and supportive relationship with local groups and organizations provides a basis for meaningful student involvement in problem solving. Practical experiences culminate in a senior capstone project designed and carried out under faculty supervision.

**Sociology**

Sociology is the study of social life, social change, and the social causes and consequences of human behavior. Sociologists investigate the structure of groups, organizations, and societies and examine how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to the hostile mob; from organized crime to religious cults; from the divisions of race, gender, and social class to the shared beliefs of a common culture; and from the sociology of work to the sociology of sports.

Most people with the terms "sociologist" or "social worker" in their job title have graduate training, but sociology graduates apply the sociological perspective to a wide variety of jobs beyond these traditional categories, including careers in sectors such as business, education, health care, the criminal justice system, social services, and the government. For students interested in becoming professors, researchers, or applied sociologists, a BA or BS in sociology is excellent preparation for graduate work in sociology. The undergraduate degree provides a strong liberal arts preparation for entry-level positions in the business, social service, and government worlds. Sociology offers valuable preparation for careers in journalism, politics, public relations, or public administration, all of which require investigative skills and the ability to work with diverse groups. Many students choose sociology because they see it as a broad liberal arts base for professions in law, education, medicine, social work, and counseling.

**Degrees**

BA or BS in Anthropology

BA or BS in Sociology

**Minors**

Anthropology and Sociology

**Certificates**

Applied Cultural Anthropology

Cultural Resource Management

**Becoming an Anthropology Major**

Students who want to major in anthropology must apply to the department by submitting a personal statement describing their goals in the major; evidence of a minimum cumulative GPA of 2.7 in Anth 211, 213, and 301; and proof of having completed University Colloquium or equivalent. Transfer students must provide GPA evidence from their previous institutions. All candidates work with an advisor from the department at the time of application. Admission to the major is selective. The department notifies students of its decision. Certain upper division courses in the field are restricted to majors.

**Requirements for the Anthropology Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. A minimum of 52 credits in the major, 44 of which must be upper division.
3. Research and Writing requirement: Anth 301.
4. Quantitative Reasoning requirement:  
Complete one of the following:  
Elementary Statistics (Mth 243) ..... 4  
Exploratory Data Analysis (Ec 232) ..... 4  
Fundamentals of Elementary  
Math I, II, III (Mth 211, 212, 213) ..... 12  
(This option is appropriate for students intending a career in elementary teaching.)
5. A minimum 2.5 GPA in major courses.

**Capstone**

The anthropology capstone reflects students' learning in an area of applied anthropology, integrating relevant theory and methodology. Students draw on ethnographic or archaeological expertise acquired through previous practicum field experiences and coursework.

**Anthropology Core Courses**

(52 credits)

1. Required Foundation  
(12 credits)  
Physical Anthropology and  
Archaeology (Anth 211) ..... 4  
Cultural Anthropology: Perspectives  
on Humanity (Anth 213) ..... 4  
Practicing Anthropology (Anth 301) ..... 4
2. Areas and Topics  
(8 credits)  
Two or more courses from:  
American Culture (Anth 310) ..... 4  
Pacific Cultures (Anth 317) ..... 4  
Native North America (Anth 318) ..... 4

Cultures of the World (Anth 319).....	4
Topics and Regions in	
Archaeology (Anth 320) .....	4
World Prehistory (Anth 321) .....	4
Ritual and Religion (Anth 332) .....	4
Special Studies: Native North	
America (Anth 334) .....	4
Gender Issues (Anth 340) .....	4
Human Evolution (Anth 350) .....	4
Archaeological Field School (Anth 375) .....	4
3. Application	
(4 credits)	
One course from:	
Applied Anthropology (Anth 460).....	4
Cultural Resource Management (Anth 462) ..	4
4. Methods	
(4 credits)	
One course from:	
Ethnographic Research Methods (Anth 360) ..	4
Archaeological Research	
Methods (Anth 370) .....	4
5. Theory	
(8 credits)	
History of Ethnographic Theory (Anth 410) ..	4
One course from the following:	
Culture Change (Anth 450) .....	4
Ecology of Small-Scale Societies (Anth 451) ..	4
Anthropological Film (Anth 455) .....	4
Cultural Rights (Anth 464) .....	4
6. Practicum: Field Study	
(Anth 409) .....	4
7. Senior Capstone	
(Anth 414) .....	4
8. Specialized Interests	
Two or more courses in anthropology or a	
related discipline. Selection must support	
individual goals and be approved by an	
advisor.....	8

## Anthropology Minor

(28 credits)

Students working toward a minor in anthropology are required to register with an advisor through the department office.

Physical Anthropology and	
Archaeology (Anth 211) .....	4
Cultural Anthropology (Anth 213) .....	4
Upper division anthropology electives.....	20

## Applied Certificates and Interdisciplinary Studies in Anthropology

Students who wish to work on an applied certificate in anthropology or obtain a baccalaureate degree in interdisciplinary studies with anthropology as the department of emphasis must apply to the department by submitting a personal statement describing their program goals; evidence of a cumulative GPA of 2.7 in Anth 211, 213, and 301; and proof of having completed University Colloquium or equivalent. Transfer students must provide GPA evidence from their previous institutions.

All candidates work with an advisor from the department at the time of application. Admission is selective. The department notifies applicants of its decision. Certain upper division courses in the field are restricted to majors and students in the certificate program or in-

terdisciplinary anthropology degree program. Students pursuing an interdisciplinary degree with an emphasis in anthropology must select from a specified list of courses and obtain advisor permission.

## Requirements for the Certificate in Applied Cultural Anthropology

(36 credits)

The Applied Cultural Anthropology Certificate program prepares students for careers in human service, multicultural education, and other fields in which cross-cultural or international perspectives are essential. Emphasis is on examining culturally related problems and policies, preparing research designs, and collecting and analyzing data. To qualify for the certificate, students must also meet requirements for a bachelor's degree (not necessarily in anthropology) at SOU. Students are required to complete the following courses or their approved transfer equivalents for this certificate.

### 1. Core Courses

(16 credits)

Practicing Anthropology (Anth 301) .....	4
American Culture (Anth 310)	
or Culture Change (Anth 450) .....	4
Ethnographic Research Methods (Anth 360) ..	4
Applied Anthropology (Anth 460) .....	4

### 2. Cross-Cultural Perspectives

(Choose 4 credits from the following list)

Pacific Cultures (Anth 317) .....	4
Native North America (Anth 318) .....	4
Cultures of the World (Anth 319) .....	4
Special Studies: Native North	
America (Anth 334) .....	4
Cultural Rights (Anth 464) .....	4
Contemporary Issues in Native	
North America (Soc 338) .....	4
Sociology of Globalization (Soc 345) .....	4

### 3. Specialized Focus

(16 credits)

Practicum (Anth 409) .....	4
Senior Capstone (Anth 414) .....	4

The remaining 8 credits are to be selected from upper division offerings in sociology and anthropology or other departments in consultation with the student's advisor. These courses and the content of the required practicum and capstone should be consistent with each student's focus and professional or career goals.

## Requirements for the Certificate in Cultural Resource Management

(35 credits)

The Cultural Resource Management Certificate program prepares students for careers in the management and preservation of prehistoric and historic cultural sites located on public and private lands. Emphasis is on methods and the development and implementation of research designs. To qualify for the certificate, students must also meet the requirements of a bachelor's degree (not necessarily in anthropology) at SOU. Students are required to complete the following courses or their approved transfer equivalents for this certificate. Note: Some of the following courses have one or more prerequisites.

### 1. Core Courses

(12 credits)

Practicing Anthropology (Anth 301) .....	4
Archaeological Research	
Methods (Anth 370) .....	4
Cultural Resource Management (Anth 462) ..	4

### 2. Policy Perspectives

(8 credits)

Choose from:

Cultural Rights (Anth 464) .....	4
Science and Advocacy in Environmental	
Policy Debates (Bi 383) .....	4
Conservation of Natural Resources (Bi 445) ..	4
Land Use Planning (Geog 439) .....	4
Environmental Policy (PS 428) .....	4
Law, Science, and the Environment (PS 340) ..	4
Environmental Law and Policy (PS 441) .....	4
Community Studies (Soc 310) .....	4
People and Forests (Soc 350) .....	4
Social Organization (Soc 444) .....	4

### 3. Specialized Skills

(3 credits)

Choose from:

Geographic Information Systems	
(G 489 or Geog 489) .....	4-5
Cartography (Geog 340) .....	5
Principles of Stratigraphy (G 341) .....	3
Global Positioning Systems (G 326) .....	3
Remote Sensing (G 487 or Geog 487) .....	4

### 4. Specialized Focus

(12 credits)

Practicum (Anth 409) .....	4
Capstone (Anth 414) .....	4

The remaining 4 credits are to be selected from upper division offerings in sociology and anthropology or other departments in consultation with the student's advisor. These courses and the content of the required practicum and capstone should be consistent with each student's focus and professional or career goals.

## Becoming a Sociology Major

Students interested in majoring in sociology should talk with a faculty member to discuss the program and the major requirements first. Students who then decide to pursue the major should apply to the department when they have completed approximately 48 credits and most lower division General Education requirements. Application forms are available from the department faculty, and the completed application materials may be turned in to any faculty member. The application process is competitive. To be accepted as a major, students must have earned a minimum cumulative GPA of 2.7 in Soc 204, 205 and Anth 213; completed University Colloquium (or received credit for equivalent courses from institutions previously attended); and fulfilled their Quantitative Reasoning General Education requirement by taking Mth 243 or Ec 232. Transfer students must provide GPA evidence from their previous institutions. The department notifies students who have succeeded in becoming majors. Some upper division courses in the field are restricted to majors.



**Requirements for the Sociology Major**

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. A minimum of 56 credits in sociology (or anthropology); 48 credits must be upper division and 12 credits lower division. Of the 48 upper division credits, 16 must be upper division electives. All credits counted toward the major must be taken for a letter grade, except practicum.
3. Research and Writing requirement: Soc 326, 327, and 400-level coursework.
4. Quantitative Reasoning component: Mth 243 or Ec 232.
5. An average GPA of 2.5 or higher in all sociology and anthropology courses.

**Interdisciplinary Major Emphasizing Sociology**

As with the sociology major, students who wish to obtain a baccalaureate degree in interdisciplinary studies with sociology as a major field must apply to the department by submitting a personal statement describing their goals for the major, evidence of a minimum cumulative GPA of 2.7 in Soc 204 and 205, and proof of having completed University Colloquium and Mth 243 or Ec 232. Transfer students must provide GPA evidence from their previous institutions. All candidates work with an advisor from the department at the time of application. The application process is competitive. The department notifies applicants if they qualify as interdisciplinary degree students with a primary field in sociology. Some sociology courses are restricted to majors and interdisciplinary degree candidates with sociology as the primary field.

**Capstone**

The sociology capstone requires students to bring sociological expertise to bear on selected social issues. This is usually done in a seminar in which students review writing, research, and current controversies in the field and apply their expertise to individual research and analysis of selected issues or social problems.

**Sociology Core Courses**

(56 credits)

The following eight courses (32 credits) are required of all sociology majors:

Cultural Anthropology: Perspectives on Humanity (Anth 213) .....	4
The Sociological Imagination (Soc 204) .....	4
American Society (Soc 205) .....	4
Introduction to Social Research Methods (Soc 326) .....	4
Quantitative Data Analysis (Soc 327) .....	4
Classical Sociological Thought (Soc 370) .....	4
Society and Identity (Soc 371) .....	4
Senior Capstone (Soc 414)* .....	4

All sociology majors must also complete a minimum of 6 upper division elective courses (24 credits), including a minimum of two 400-level courses (8 credits). These 8 credits may not include practicum or other individualized study: Poverty, Family, and Policy (Soc 304) .....

Social Issues and Policy (Soc 305) .....

Community Studies (Soc 310) .....	4
Sociology of the Family (Soc 312) .....	4
Schools and Society (Soc 320) .....	4
Global Culture and Media (Soc 333) .....	4
Race and Ethnic Relations (Soc 337) .....	4
Contemporary Issues in Native North America (Soc 338) .....	4
Sociology of Gender Roles (Soc 340) .....	4
Sociology of Globalization (Soc 345) .....	4
People and Forests (Soc 350) .....	4
Social Inequality (Soc 434) .....	4
Social Organization (Soc 444) .....	4
Social and Cultural Change (Soc 450) .....	4
Deviant Behavior (Soc 454) .....	4
Sociology of Religion (Soc 461) .....	4
Contemporary Sociological Theory (Soc 472) .....	4

\*Courses limited to majors, minors, and interdisciplinary majors with sociology as the primary field.

**Sociology Minor**

(24 credits)

Students are required to register with a minor advisor through the department office.

Sociological Imagination (Soc 204) and American Society (Soc 205) .....	8
Upper division electives (not including practicum) .....	16

At least one 4-credit course must be at the 400-level. Reading, research, independent study, workshops, and seminars may be included, with advisor consent. Note that Soc 370 is a prerequisite for most 400-level courses.

**Anthropology Courses****LOWER DIVISION COURSES****Anth 199 Special Studies**

Credits to be arranged

**Anth 209 Practicum**

Credits to be arranged

**Anth 211 Physical Anthropology and Archaeology: Perspectives on Humanity's Past**

4 credits

Introduces the study of humans as a biological and cultural species, past and present. Topics include human genetics and variation, evolutionary theory, primate ecology and adaptations, and the methods used to reconstruct past human physiology and behavior. Surveys data from the fossil and archaeological record of our hominid ancestors, from small-scale societies of the Paleolithic era to more recent, politically complex societies. Approved for General Education (Explorations).

**Anth 213 Cultural Anthropology: Perspectives on Humanity**

4 credits

Introduces a comparative study of human culture. Covers kinship systems, politics, economics, language, ritual, cultural change, ecological adaptations, and ethnographic methodology. Explores cultural similarities and differences and the linkages among cultural, social, political, and economic institutions. Approved for General Education (Explorations).

**UPPER DIVISION COURSES****Anth 301 Practicing Anthropology**

4 credits

Engages students in building the fundamental skills needed to succeed in anthropology. Writing, critical thinking, oral presentation, and library research prepare students for further upper division work. Illustrates the holistic, four-field approach of anthropology and its relevance to contemporary life. Prerequisites: Core 103 and Anth 211 or 213.

**Anth 310 American Culture**

4 credits

Provides an overview of U.S. culture and society. Examines a wide range of specific cultural expressions, historical social institutions, and economic influences. Explores aspects of culture, including class, race, ethnicity, gender, immigration, ideology, globalization, and institutional structures as interconnected factors influencing various experiences of "being American." Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Anth 317 Pacific Cultures**

4 credits

Examines the social and cultural diversity of indigenous Pacific Island societies and the changes that followed contact with the West. Considers settlement prehistory, voyaging, linguistic diversity, contact history, subsistence patterns, globalization, indigenous rights, and other dimensions of local life. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Anth 318 Native North America**

4 credits

Offers a comparative examination of cultures indigenous to North America. Explores the pre-contact economies, social and political organizations, and ceremonial systems of selected groups; the historic period of contact, treaties, and federal legislation and the cultural basis of Indian responses; and present-day issues of concern to Native American peoples in reservation communities and urban settings. May be applied to the Native American studies minor.

**Anth 319 Cultures of the World**

4 credits

Provides an overview of culture and society in one specific culture area or region of the world such as Latin America or the Caribbean. Examines a range of cultural expressions, the history of social and political institutions, and economic influences. Explores class, race, ethnicity, gender, immigration, ideology, globalization, and other relevant factors influencing local lifestyles. Latin American culture topic may be applied to the Latin American studies minor. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Anth 320 Topics and Regions in Archaeology**  
2 to 4 credits

Introduces the archaeology of the world on a regional or topical basis. Regions studied may include Oregon, the Southwest, Africa, Europe, and South America. Possible topics include historical archaeology, zooarchaeology, and complex societies. Students may accumulate up to 12 credits of Anth 320 under different topics. Prerequisite: Anth 211.

**Anth 321 World Prehistory**  
4 credits

Surveys the prehistoric archaeology of Africa, Europe, Asia, and the Americas from the first evidence of human cultures to the beginnings of written history. Prerequisite: Anth 211.

**Anth 332 Ritual and Religion**  
4 credits

Focuses on ritual, religion, and spirituality as dynamic and universal cultural institutions. Case studies draw from a wide range of indigenous, third-world, and Western societies. Covers such topics as shamanism, witchcraft and sorcery, myth, symbolism, trance, healing, and revitalization movements. Prerequisite: Anth 213.

**Anth 334 Special Studies: Native North America**  
4 credits

Examines selected topics and issues of traditional, historical, or contemporary importance to Native American communities. Topics may include anthropological perspectives on the history of Indian-White interactions and anthropological perspectives on the history and culture of the people of the Pacific Northwest or other cultural areas. May be applied to the Native American studies minor. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

**Anth 340 Gender Issues**  
4 credits

Uses the concept of gender to explore contemporary status, roles, categories, and ideologies associated with women and men. Extensive case studies provide comparative insights and help students develop their understanding of the complex role gender plays in human society. May be applied to the women's studies minor. Prerequisite: Anth 213.

**Anth 350 Human Evolution**  
4 credits

Offers a detailed review of human evolution. Topics include primate morphology, behavior, and phylogeny; the emergence of australopithecines and bipedalism; the evolution of the genus *Homo*; the social behavior and diet of early hominids; the emergence of anatomically modern humans; and the methods of human osteology, hominid fossil identification, hominid skeletal morphology, and taxonomy. Prerequisite: Anth 211.

**Anth 360 Ethnographic Research Methods**  
4 credits

Includes instruction and field experience in qualitative research. Addresses formulating a research proposal, selecting and using suitable methodologies, analyzing and interpreting data, and assessing ethical concerns. Prerequisite: Anth 213.

**Anth 370 Archaeological Research Methods**  
4 credits

Provides instruction and laboratory experience in archaeological research. Topics include the theoretical basis of research design, site surveying and mapping, archaeological geology and stratigraphy, dating, typological and technological analysis of artifacts (e.g., lithics, ceramics, and historical artifacts), and faunal/floral analysis. Prerequisite: Anth 211.

**Anth 375 Archaeological Field School**  
4 credits

Introduces methods for recovering artifacts and other information from sites. Instruction is performed in field conditions at a prehistoric or historic site. Covers research design, excavation, mapping, and recording. Includes a special course fee. May be applied to the Native American studies minor. Prerequisite: Instructor consent.

**Anth 399 Special Studies**  
Credits to be arranged

**Anth 401 Research**  
Credits to be arranged

**Anth 403 Thesis**  
Credits to be arranged

**Anth 405 Reading and Conference**  
Credits to be arranged

**Anth 407 Seminar**  
Credits to be arranged

**Anth 409 Practicum: Field Study**  
Credits to be arranged

Applies anthropological concepts and methods. Settings may include schools, museums, medical facilities, government agencies, businesses, subcultural groups, and other social institutions. Encourages a community service or cultural resource management orientation. Prerequisites: Upper division standing and instructor consent.

**Anth 410 History of Ethnographic Theory**  
4 credits

Surveys the development of anthropological concepts. Students read extracts from anthropological classics and contemporary theorists to gain an understanding of the history of anthropological thought. Prerequisites: Anth 213, anthropology major or minor, and senior standing.

**Anth 414 Senior Capstone**  
4 credits

Senior seminar for anthropology majors. Provides the basis for a synthesis paper and public presentation through coursework, practicum, experience/research, conceptual and theoretic

cal understandings, and methodological skills. Includes a reflective component linking applied experiences to professional goals. Prerequisite: Completion of major core requirements.

**Anth 450 Culture Change**  
4 credits

Examines culture change and stability. Covers such topics as theories of change; innovation, evolution, adaptation, and acculturation; movements and other forms of organized, purposeful change; change agents; and tradition, persistence, and resistance to change. Prerequisite: 4 credits of upper division anthropology.

**Anth 451 Ecology of Small-Scale Societies**  
4 credits

Analyzes gathering, hunting, fishing, pastoral, and horticultural societies from an ecological perspective. Illustrates the dynamic interplay between culture, physiology, other organisms, and physical environment. Draws case studies from a range of ethnological, archaeological, and ethnohistoric perspectives. Prerequisite: Anth 211 or 213.

**Anth 455 Anthropological Film**  
4 credits

Explores film as a tool for the investigation of cultures, subcultures, and cultural elements. Takes a critical approach to visual anthropology and examines filmmaking styles, contemporary issues, and ethical concerns. Prerequisites: Anth 213 plus 4 credits of upper division anthropology.

**Anth 460 Applied Anthropology**  
4 credits

Traces the historical development of anthropological practice. Relates contemporary uses of anthropological methods in a variety of institutional and subcultural settings to applied concepts and issues. Examines ethical concerns. Examples may be drawn from public policy, community development, education, health and medicine, business, resource management, and evaluation and assessment. Prerequisites: Anth 213 and 301.

**Anth 462 Cultural Resource Management**  
4 credits

Examines the contested values inscribed onto places of historic or cultural significance. Reviews objectives, legislation, and ethics for the management of prehistoric and historic cultural resources. Studies field survey methods for identifying and evaluating archaeological sites. Anth 211 and 301 recommended.

**Anth 464 Cultural Rights**  
4 credits

Explores issues related to the rights of individuals and groups to practice culture and participate in cultural community. Discusses cultural rights as a critical concept in public policy and practice. Examines how groups assert cultural uniqueness, how dominant institutions respond to cultural diversity, and how cultural rights are limited. Prerequisites: Anth 213 plus 4 credits of upper division anthropology.

## Sociology Courses

### LOWER DIVISION COURSES

#### Soc 199 Special Studies

Credits to be arranged

#### Soc 204 The Sociological Imagination

4 credits

Examines the social context in which all human behavior occurs, with emphasis on advanced industrial societies. Explores the meaning of fundamental concepts such as culture, socialization, deviance, race, class, gender, globalization, and social inequality. Cultivates a sociological imagination by introducing students to the theoretical and methodological tools employed in social research. Pays particular attention to the ethical, political, and cross-cultural dimensions of sociological work. Approved for General Education (Explorations).

#### Soc 205 American Society

4 credits

Continues Soc 204. Examines institutional environments, such as family, economy, religion, education, and politics. Emphasizes social inequalities along race, class, and gender lines and how they play out in institutional contexts. Helps students understand social stability and change in advanced industrial societies. Prerequisite: Soc 204. Approved for General Education (Explorations).

#### Soc 209 Practicum

Credits to be arranged

### UPPER DIVISION COURSES

#### Soc 304 Poverty, Family, and Policy

4 credits

Examines contemporary poverty in the U.S. and its effects on family life. Focuses on the impact of racial and gender inequalities. Analyzes policy and legal approaches to poverty reduction, welfare reform, and family instability. Students compare successful and failed policies before exploring program development and policy analysis strategies. Students observe local decision-making groups and design a small-scale service-learning project. May be applied to the women's studies minor. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### Soc 305 Social Issues and Social Policy

4 credits

Analyzes social issues in complex social systems, with emphasis on structures, processes, and policy implications. Possible topics include women and work, poverty, aging, and the environment. Students may accumulate up to 12 credits of Soc 305 under different topics. Prerequisite: Soc 204.

#### Soc 310 Community Studies

4 credits

Includes observation and analysis of American communities and their major social institutions. Explores theoretical conceptualizations of community. Examines cultural, political, and ecological influences in rural and urban regions. Prerequisite: Soc 204.

#### Soc 312 Sociology of the Family

4 credits

Emphasizes the changes in structure, function, and character of the family resulting from its relationship to the larger society. Compares the contemporary family to historical and cross-cultural forms. Analyzes family issues, such as changing gender roles, divorce, single parents, domestic violence, and new roles for children and aging relatives. May be applied to the women's studies minor. Prerequisite: Soc 204.

#### Soc 320 Schools and Society

4 credits

Examines the effects of schools and schooling on individuals, the stratification system, and society, and, in turn, social and organizational forces affecting schooling. Involves discussion of alternative educational discourses and practices. Prerequisite: Soc 204.

#### Soc 326 Introduction to Social Research

4 credits

Introduces the process of social research, emphasizing measurement, sampling, and causation. Provides hands-on research experience gathering and analyzing data using observational techniques, qualitative interviewing, and structured surveys. Focuses on the political and ethical dimensions of social research. Prerequisite: Completion of all lower division social science General Education requirements.

#### Soc 327 Quantitative Data Analysis

4 credits

Introduces students to univariate, bivariate, and multivariate techniques for analyzing quantitative data using Statistical Package for the Social Sciences (SPSS). Provides hands-on experience with General Social Survey data, U.S. Census data, and World Health Organization data and poses precise research questions that can be examined empirically with quantitative data. Prerequisites: Mth 243 or Ec 232; completion of lower division social science General Education requirements.

#### Soc 333 Global Culture and Media

4 credits

Explores transnational media and culture with emphasis on audiovisual media, the Internet, and globalization processes. Issues include the rise of consumer society; globalization and the production of popular culture; commodification; and the production and reproduction of identity, stereotypes, and power relations. Prerequisites: Soc 204 and completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### Soc 337 Racial and Ethnic Relations

4 credits

Emphasizes the unequal relationship between socially defined majority and minority groups. Examines the similarities and differences between class and ethnic modes of stratification, comparing U.S. ethnic relations with other countries. Covers political and ideological factors associated with attempts to transform traditional ethnic relationships. Explores ethnic identity formation. Prerequisite: Soc 204.

#### Soc 338 Contemporary Issues in Native North America

4 credits

Examines national and regional issues of major concern to Native Americans. Focuses on the historical roots of each issue or problem, its present-day impact on individuals and communities, and Native American responses. Topics may include restoration and preservation of community and culture, treaty rights, sovereignty, and self-sufficiency. May be applied to the Native American studies and the Latin American studies minor. Prerequisite: Anth 213 or Soc 204.

#### Soc 340 Sociology of Gender Roles

4 credits

Analyzes theory and research on the social production and maintenance of gender. Includes gender role socialization, concepts of femininity and masculinity, and the construction of gender in family, work, popular culture, and other social institutions. Addresses the impact of race and class on experiences of gender. Considers how feminist and men's movements have influenced changes in gender relations. May be applied to the women's studies minor. Prerequisite: Soc 204.

#### Soc 345 Sociology of Globalization

4 credits

Offers an interdisciplinary analysis of political, economic, and social developments in the third world, with particular emphasis on the environment and women. Includes theories of modernization, dependence, and the postcolonial state as they apply to economic development, poverty, and political mobilization. Prerequisite: Soc 204.

#### Soc 350 People and Forests

4 credits

Examines the relationship between past and present human societies and forest ecosystems. Explores how local and global political, economic, and cultural factors influence changing forest-use patterns in the Pacific Northwest. Pays particular attention to ways of achieving forest sustainability. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### Soc 370 Classical Sociological Thought

4 credits

Examines the inquiries into the nature of social structure made by the founders of sociology in the nineteenth and early twentieth centuries. Focuses on the worldviews and writings of Comte, DuBois, Durkheim, Marx, Simmel, Weber, Wollstonecraft, and others. Emphasizes the application of classical theory to such contemporary social issues as the shift from modernity to postmodernity, globalization, and social inequality. Prerequisite: Soc 204.



**Soc 371 Society and Identity**

4 credits

Analyzes the impact of social situations on identity and the social self. Addresses the effects of groups and interpersonal relationships on attitudes, beliefs, and definitions of reality. Explores the development and maintenance of norms, pressures for conformity, and theories of socialization and personality development. Focuses on sociological theories and perspectives, including symbolic interactionism, feminist theory, dramaturgy, phenomenology and ethnomethodology, and social constructionism. Prerequisite: Soc 204.

**Soc 399 Special Studies**

Credits to be arranged

**Soc 401 Research**

Credits to be arranged

Prerequisite: Soc 204.

**Soc 403 Thesis**

Credits to be arranged

**Soc 405 Reading and Conference**

Credits to be arranged

Prerequisite: Soc 204.

**Soc 407 Seminar**

Credits to be arranged

Prerequisites: Soc 204 and 370.

**Soc 408 Workshop**

Credits to be arranged

**Soc 409 Practicum**

1 to 6 credits (maximum 15 credits)

Includes preprofessional work in agencies, with an emphasis on providing human services or applying sociological perspectives in field settings. Sociology majors or interdisciplinary majors with sociology as the primary field only. Up to 8 credits may be applied to the upper division sociology elective for the major.

**Soc 414 Senior Capstone**

4 credits

Explores aspects of the field in greater depth. Provides an opportunity to review and integrate sociological theory and research. Should be taken in the spring term of the senior year. Prerequisites: Senior standing, sociology major or interdisciplinary major with sociology as the primary field only, and application for graduation.

**Soc 434 Social Inequality**

4 credits

Surveys and analyzes stratification theory and research. Focuses on class, gender, and race stratification and the relation of status, power, and social mobility to modern industrial societies. Prerequisites: Soc 204 and 370.

**Soc 444 Social Organization**

4 credits

Analyzes theory and research on formal organizations in contemporary societies. Examines sources and forms of power and authority, management ideologies, bureaucratic structures and processes, organizational change, relationships between organizations and other aspects

of social structure, special characteristics of nonprofit organizations, and alternatives to bureaucracy. Considers how the global dominance of bureaucratic institutions impact social change. Prerequisite: Soc 204.

**Soc 450 Social and Cultural Change**

4 credits

Examines issues related to cultural change and social transformations. Discusses the implications of such changes for groups in a society. Covers materials from advanced third-world societies. Prerequisites: Soc 204 and 8 credits of upper division sociology.

**Soc 454 Sociology of Deviant Behavior**

4 credits

Examines current conceptions of the causes of deviant behavior. Emphasizes the relationship between social definitions and individual behavior, the deviant career and the labeling process, and conflict and control theory. Analyzes contemporary social policy aimed at limiting and controlling deviance in society. Prerequisites: Soc 204 and 370.

**Soc 461 Sociology of Religion**

4 credits

Examines sociological theory and research on religious belief and behavior. Emphasizes the classical theoretical work of Durkheim, Marx, and Weber. Explores contemporary American religious phenomena, including local church services. Discusses liberal and conservative movements and the relationship of religion to politics, economics, and the family. Prerequisites: Soc 204 and 370.

**Soc 472 Contemporary Sociological Thought**

4 credits

Analyzes the ability of various contemporary theoretical perspectives to interpret the changing nature of society. Covers neo-Marxism, postmodernism, feminism, and postcolonialism. Includes such theorists as Foucault, Habermas, Giddens, Bourdieu, and others. Prerequisites: Soc 204 and 370.

**Theatre Arts**

Theatre Arts 111

541-552-6346

Chris Sackett, Chair

Professors: Craig N. Hudson, Dale R. Luciano, Dennis L. Smith

Associate Professors: Maggie McClellan,

Deborah Rosenberg, Chris Sackett

Lecturers: Jim Giancarlo, Ezra Severin

The Department of Theatre Arts offers educational and practical experience in all areas of theatre, including acting, directing, costuming, stage scenery and lighting, sound, makeup, management, dramatic literature, and theatre history. Theatre arts majors participate in the department's active and ambitious production program and experience the close working relationships that develop between faculty and students as they produce live theatre together.

Through its presentation of classic and contemporary dramatic works, the Theatre Arts Department contributes significantly to the social and cultural enrichment of the SOU and southern Oregon communities. Dedicated to creating opportunities for students to apply their knowledge and skills in practical ways, the department not only supplies performance opportunities for students, but it also mounts productions that are often designed and predominantly executed by students.

The Theatre Arts Department maintains a positive formal relationship with the Oregon Shakespeare Festival (OSF). Adjunct faculty, guest artists, and lecturers from OSF enhance the department's curriculum. Students of merit may be recommended for internship positions during their junior and senior years.

**Degrees**

BA or BS in Theatre Arts

BFA in Theatre

MA or MS in Arts and Letters

**Minor**

Theatre Arts

## Admission to the Theatre Program

Whether incoming freshmen or transfers, all students wishing to pursue a theatre arts major are admitted to SOU as theatre premajors and must apply to the Department of Theatre Arts for formal admission to the major within their first three terms as premajors. Application forms are available in the department office and may be filed during the first term in residence. New students are required to enroll in Theatre Foundations (TA 166) during their first term at SOU and complete the application process as part of the class.

The theatre arts faculty considers applications at the end of each term. Typically, students are not admitted to the major until their third term in residence. However, students who clearly demonstrate that they meet the criteria for admission may have their applications approved prior to their third term. Also, students who do not meet department standards by the end of their third term may not be accepted into the major.

The department limits the number of students admitted to the major. Priority is given to students who:

1. possess the intellect, interest, and aptitude to successfully complete the academic requirements of the theatre arts degree program, as demonstrated by a 2.75 cumulative GPA and a 3.00 GPA in the major;
2. demonstrate that they can meet their responsibilities and obligations to both the intellectual and production life of the department, as evidenced by GPA in major classes and work undertaken in Theatre Practice (TA 255); and
3. will contribute to the creative and scholarly activities of the program and exercise a positive influence on the learning environment.

The department chair notifies each student of formal acceptance to the theatre major and assigns the student a faculty advisor. The chair utilizes the above criteria to determine the master roster of new majors being admitted to the department.

### TRANSFER STUDENTS

To facilitate a fluid transition into the program, transfer students are strongly encouraged to contact the department at least two full terms prior to arrival at SOU. Transfer students should arrange for an audition and/or interview, which will determine appropriate placement within the training sequence. Students interested in a performance (acting) emphasis must contact Dennis Smith, head of the acting program, to arrange an audition for appropriate placement in the acting sequence. Students with a scenic design, lighting design, stage management, or technical orientation must contact Craig Hudson, head of the design program, to arrange for a portfolio review and/or interview, while students with an emphasis in sound should contact Chris Sackett, head of the sound program. Students interested in a cos-

tume design or costume construction emphasis must contact Deborah Rosenberg, head of the costume program, for a portfolio review and/or interview.

Early contact with the department will minimize difficulties when registering for appropriate classes within the training sequence.

Upon commencing studies at SOU, transfer students must schedule an appointment with a theatre arts faculty member for an evaluation of which credits listed in the Advanced Standing Report (ASR) may be used to satisfy core requirements for the theatre major.

Transfer students who have not completed lower division core requirements in theatre may not be allowed to register for upper division theatre classes until they have completed those requirements.

### ADMISSION TO THE ACTING SEQUENCE

Auditions before the full faculty for admission to TA 247 (Acting I) will be administered under the auspices of TA 166 (Theatre Foundations) during fall term each year. Auditions are also conducted by the full faculty each spring term to determine the roster of students who will be permitted to take TA 248 (Acting II) and other courses in the advanced acting sequence.

### ADMISSION TO THE BFA PROGRAM

All students admitted to the major are admitted as majors in the BA or BS degree program. Admission to the BFA program is by audition only. Each student should consult a departmental advisor to determine a course of study. Students may apply for admission to the BFA no earlier than the end of their sophomore year by means of audition, interview, and/or resumé-portfolio presentation. (Transfer students should wait until they have been in residence at least two full terms prior to auditioning.) For more information about audition guidelines and dates, please contact the Theatre Arts Department.

## Requirements for the Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 19.
2. All full-time theatre arts majors are required to participate in the department's production program by enrolling in Theatre Practice each term until they have earned the maximum credits available for TA 255 and 455.
3. Continuation as a major in any of the degree programs is contingent upon a yearly evaluation. The criteria used to determine whether students shall be retained or dropped from the major include:
  - a. satisfactory fulfillment of the Theatre Practice requirement;
  - b. a minimum cumulative 2.75 GPA overall and 3.00 in the major; and
  - c. successful completion of the following courses by the end of the sophomore year: TA 144, 146, 166, 167, 168, 245, and 247 or 270.

## Theatre Arts Major (BA/BS Degree)

(81 credits)

Requirements must be evaluated by an advisor and approved by the department chair. A total of 32 upper division theatre credits is required.

Stagecraft (TA 144)	3
Costume Fundamentals (TA 146)	3
Theatre Foundations (TA 166)	3
Script Analysis (TA 167)	3
Playreading (TA 168)	3
Stage Lighting (TA 245)	3

Choice of one design class:

Lighting Design (TA 445)	3
Scene Design I: An Introduction (TA 143)	3
Costume Design (TA 262)	3
Acting I (TA 247) or Acting Aesthetics (TA 270)	4
Theatre Practice (TA 255)*	6
Capstone Experience (TA 400)	2
OSF Plays in Production (TA 439)	3
Theatre Practice (TA 455)*	6
Forms and Meaning of Drama (TA 459)	4
Drama in Western Culture (TA 466, 467, 468)	12
Courses in Dramatic Literature	9–12
Theatre electives	14

\*TA 255, 455: 6 credits minimum and 9 credits maximum each. For the BFA, TA 455 may be taken for 6 credits minimum and 9 credits maximum. All full-time theatre arts majors are required to register for at least 1 credit in Theatre Practice (TA 255 or 455) each term until they reach the maximum allowable credits. Students earning 5 credits in two consecutive terms of an academic year may be exempt from the 1-credit requirement during the third term of that academic year.

### SUMMARY

General Education	67
Theatre arts major (BA/BS Core)	67
Theatre electives	14
Miscellaneous electives	32
Total for graduation	180

## Bachelor of Fine Arts (BFA) Degree

(59 credits)

Adjunct or paraprofessional requirements and theatre arts major requirements must be evaluated by the advisor and approved by the chair.

Stagecraft (TA 144)	3
Costume Fundamentals (TA 146)	3
Theatre Foundations (TA 166)	3
Script Analysis (TA 167)	3
Playreading (TA 168)	3
Stage Lighting (TA 245)	3

Choice of one design class:

Lighting Design (TA 445)	3
Scene Design I: An Introduction (TA 143)	3
Costume Design (TA 262)	3
Acting I (TA 247) or Acting Aesthetics (TA 270)	4
Theatre Practice (TA 255)*	6
Thesis (TA 403)	3
OSF Plays in Production (TA 439)	3
Theatre Practice (TA 455)*	6
Forms and Meaning of Drama (TA 459)	4
Drama in Western Culture (TA 466, 467, 468)	12

\*TA 255, 455: 6 credits minimum and 9 credits maximum each. For the BFA, TA 455 may be taken for 6 credits minimum and 12 credits maximum. All full-time theatre arts majors

are required to register for at least 1 credit in Theatre Practice (TA 255 or 455) each term until they reach the maximum allowable credits. Students earning 5 credits in two consecutive terms of an academic year may be exempt from the 1-credit requirement during the third term of that academic year.

#### SUMMARY

General Education .....	67
Theatre arts major (BFA core) .....	59
Theatre electives .....	30
Miscellaneous electives .....	24
Total for graduation .....	180

BFA students may concentrate on one of the following areas: acting, costuming, directing, stage lighting, sound, stage management, stage scenery, or theatre business. Students must earn 12 credits (some of which may come from core courses) in their area of concentration.

BFA students are required to maintain a 3.0 GPA for all work in theatre arts and a 3.0 GPA for all University work. They must also meet the graduation requirements of the University.

Coursework leading to the BFA in theatre is strictly monitored. Once admitted to the BFA program, students are required to plan a program of coursework that follows departmental guidelines. This coursework is planned in consultation with the departmental advisor and is subject to faculty approval. Published guidelines and requirements for developing an area of concentration and for the successful proposal and completion of a BFA thesis are available in the departmental office.

Retention in the BFA program is dependent on academic performance and continued development of talent and acquisition of skills as evaluated by faculty assessment. Although it is possible to complete all requirements within four years, a successful course of study may take longer, since graduation depends as much on demonstrated proficiency as on credits.

## Minor

(40 credits)

Students interested in pursuing a minor in theatre arts should complete an application (available in the Theatre Arts Department) and submit it to the department chair. If theatre major enrollment meets full capacity of the department, the department chair may deny the application.

Stagecraft (TA 144) .....	3
Costume Fundamentals (TA 146) .....	3
Theatre Foundations (TA 166) .....	3
Script Analysis (TA 167) .....	3
Playreading (TA 168) .....	3
Stage Lighting (TA 245) .....	3
Choice of one design class:	
Lighting Design (TA 445) .....	3
Scene Design I: An Introduction (TA 143) .....	3
Costume Design (TA 262) .....	3
Acting I (TA 247) or Acting Aesthetics (TA 270) ....	4
Theatre Practice (TA 255 or 455) .....	3
Drama in Western Culture (TA 466, 467, 468) .....	12

## Teacher Licensing

Students who would like to teach theatre arts at the middle school or high school level in Oregon public schools must complete a bachelor's degree in theatre arts before applying for admission to the Master of Arts in Teaching (MAT) program at SOU. Interested students should consult the department chair for an appropriate advisor and the School of Education regarding admission requirements for the MAT program.

Students must prepare in advance to increase their chances of acceptance into this competitive program. Practica, internships, and volunteer experiences working with children in the public schools prior to application to the MAT program are required.

## Dance Courses

### LOWER DIVISION COURSES

#### D 192 Dance Lab I

2 credits

Beginning dance technique. Section I: Ballet; Section 2: Jazz. Additional fees may apply.

#### D 292 Dance Lab II

2 credits

Intermediate-level dance technique. Section 1: Ballet; Section 2: Jazz. Additional fees may apply. Prerequisite: D 192.

## Theatre Arts Courses

### LOWER DIVISION COURSES

#### TA 143 Scene Design I: An Introduction

3 credits

Introduces the basic principles of scene design and the influence of visual choices on the audience's understanding of the play. Explores scenery design and enhances understanding of the role of theatrical scenery. Covers the use of design elements such as line, color, shape, mass, and texture; the arrangement of stage space; and the importance of research in making appropriate choices. Introduces students to a variety of scenic styles and approaches. Students produce ground plans, color elevations, and models.

#### TA 144 Stagecraft

3 credits

Examines the basic principles and techniques of scenery construction, including theatre terminology, tools, woodworking, and shop practices. Students must also register for a lab section. Corequisite: TA 144L.

#### TA 146 Costume Fundamentals

3 credits

Introduces students to the basic principles of theatrical costuming. This class explores both construction and design through lecture and laboratory. Students will complete a construction/sewing project and produce a set of costume sketches as final projects. This class is the basis for all subsequent costume classes.

#### TA 147 Introduction to the Theatre: Drama in Production

3 credits

Introduces all aspects of theatre production. Offers an opportunity to view stage productions. Purchase of tickets is required.

#### TA 157 Introduction to Musical Theatre

Dance

3 credits

Intended for students with little or no previous dance experience. Introduces common musical theatre dance styles, the language of dance, and techniques for picking up steps.

#### TA 166 Theatre Foundations

3 credits

Required for all freshman theatre majors. Introduces the collaborative art of theatre and all aspects of producing theatre. Acquaints new majors with the requirements, expectations, and opportunities within the theatre program.

#### TA 167 Script Analysis

3 credits

Required for all freshman theatre majors. Develops students' abilities to read and interpret dramatic material for direction, performance, or design. Discusses what makes plays unique from other forms of writing; how to initially read a play; how to plot the action of the play and its characters; and how to interpret information offered by the playwright by asking questions that illuminate the inner meaning of the play.

#### TA 168 Playreading

3 credits

Required for all freshman theatre majors. Offers an intensive analysis and discussion of key works in dramatic literature. Students apply critical skills developed in TA 166 and 167.

#### TA 199 Special Studies

Credits to be arranged

#### TA 210 Movement for the Actor I

4 credits

Offers a beginning study of the physical component of acting. Designed to develop an actor's awareness and use of his or her primary tool, the body. Emphasizes learning the fundamental skeletal and muscular structures; building strength, coordination, and stamina; and creating a basic, all-purpose warmup that is adaptable to individual physical needs and situations. Improvisational exercises explore awareness of the physical self, neutral alignment, physical creativity, and relaxation and breathing techniques. Prerequisites: TA 247 and instructor consent. Corequisites: TA 224 and 248.

#### TA 211 Movement for the Actor II

4 credits

Continues the development of actor movement skills begun in TA 210, including hand-to-hand stage combat techniques. Special emphasis is on exploring different movement philosophies in conjunction with improvisational movement exercises as they relate to the process of acting, creating a character, and physicalizing text. Draws from techniques by Laban, Chekhov, Decroux, and others. Prerequisites: TA 210 and instructor consent. Corequisite: TA 225.



**TA 224 Voice and Speech for the Stage I**

4 credits

Provides a beginning study of an actor's vocal instrument through an understanding of the basic physical structure, the mechanics of the voice, and the production of sound. Explores the importance of vivid understanding of language and imagery to fulfill the expressive needs of the text. Exercises concentrate on natural breathing, relaxed body alignment, and emotional connection while cultivating resonant vocal production and muscular articulation skills. Includes the creation of a basic vocal warmup that is adaptable to individual needs and situations. Prerequisites: TA 247 and instructor consent. Corequisites: TA 210 and 248.

**TA 225 Voice and Speech for the Stage II**

4 credits

Builds on the development of the actor's vocal instrument begun in TA 224. Introduces more advanced methods of understanding and scoring the text. Expands the artistic and eloquent language skills necessary for classical theatre, focusing on the Greeks and Shakespeare. Students continue to work on developing vocal strength, flexibility, breath control, and a solid sound with ample resonance. Further develops heightened technical articulation skills through work on vowel and consonant action and pronunciation. Prerequisites: TA 224, 248, and instructor consent. Corequisite: TA 211.

**TA 242 Theatre Sound**

3 credits

Introduces the artistic and technical aspects of sound production and design for theatrical applications.

**TA 243 Scene Design II, Techniques**

3 credits

Explores scenic designs that address the requirements of plays from realistic and abstract genres. Develops communication skills for expressing design ideas verbally, as well as with models and two-dimensional sketches and renderings. Teaches perspective drawing and shading. Provides experience with various color media. Prerequisites: TA 141, 144, and 167.

**TA 244 Stage Properties**

3 credits

Addresses techniques of constructing furniture and properties for theatrical use. Includes prop management, finishes, upholstery, decoration, materials, and tool use. Prerequisite: TA 144.

**TA 245 Stage Lighting**

3 credits

Examines the basic theories and mechanics of stage lighting, with emphasis on equipment, lighting instruments, control, and stage-lighting graphics. Students must also register for a lab section. Corequisite: TA 245L.

**TA 247 Acting I: Fundamentals of Acting**

4 credits

Offers an introductory exploration of stage acting theory and methodology through exercises and beginning scene/monologue work. Emphasizes use of the actor's individual energies, character analysis, theatrical technique, and

application to contemporary dramatic realism. Admission to the class is by audition (see *Admission to the Acting Sequence* on page 138). Restricted to majors.

**TA 248 Acting II: Intermediate Acting**

4 credits

Further develops acting technique and theory through exercises, improvisation, and monologue/scene work. Emphasizes contemporary comedic realism, rehearsal procedure, and the actor/director relationship. Restricted to majors. Instructor consent by application required. Prerequisite: TA 247. Corequisites: TA 210 and 224.

**TA 252 Stage Makeup**

3 credits

Introduces the principles of makeup for the stage. Class is taught through both lecture and lab to allow students the opportunities to plan, develop, and perfect different aspects of stage makeup techniques.

**TA 255 Theatre Practice**

1 to 3 credits each term (maximum 9 credits)

Students gain practical experience in acting, stagecraft, lighting, sound, costuming, makeup, business management, promotion, house management, and stage management by participating in scheduled theatre productions.

**TA 257 Musical Theatre Dance**

3 credits

Further develops dance technique, with emphasis on musical theatre dance routines. Also examines popular and theatrical dance styles of the twentieth century and musical theatre history. Prerequisite: TA 157 or demonstrated ability in dance technique.

**TA 262, 263, 264 Costume Design**

3 credits each

Introduces major topics in theatrical costuming, including play analysis, director's concept, research, collaboration concerns, character analysis, the elements of design, effective drawing and painting, project assets and limitations, costume paperwork, and an overview of the entire process of costume design. Includes lecture and laboratory. TA 262, 263, and 264 comprise the first year of five sequential classes in costume design. Students who wish to fulfill departmental core requirements are advised to take TA 262, offered fall term of alternate years. The subsequent classes are recommended for students who plan to have costume design as their curricular emphasis. Prerequisite: TA 146.

**TA 266, 267, 268 Costume Construction**

3 credits each

Introduces basic principles of flat patterning and draping as means of translating costume designs into costumes. Develops measuring, drafting, and draping skills for a variety of projects, including the basic body block or sloper, sleeve and collar variations, and skirt and trouser construction. Emphasizes accuracy and care. Develops good work habits, proper fitting protocols, and pattern coherence. TA 266, 267, and 268 comprise the first year of five sequential classes. Prerequisite: TA 146.

**TA 270 Acting Aesthetics**

4 credits

Offers an introductory explanation of acting theory and methodology through exercise and beginning scene/monologue work. Emphasizes use of the actor's individual qualities, character analysis, performance techniques, and acting as an aspect of life. Primary focus is on contemporary realism. Priority is assigned to non-performance-oriented theatre majors.

**UPPER DIVISION COURSES**

Core 101, 102, 103; TA 144, 146, 166, 167, 168, 245, and 247 or 270 are prerequisites to all upper division classes.

**TA 312 Movement for the Actor III**

4 credits

Specialized movement course focusing on advanced development of an actor's physical skills through a variety of specialized movement techniques and disciplines. Encourages the physical articulation of the actor's process through aspects of neutral and character mask work and advanced improvisational exercises in creating characters and physicalizing text. Required for BFA. Prerequisites: TA 211, 225, 248, and instructor consent.

**TA 326 Voice and Speech for the Stage III**

4 credits

Specialized voice and speech course focuses on the specific analytical and vocal skills necessary for Shakespearean text, including punctuation, scansion, and text analysis of verse and prose. Introduces IPA and dialect work. Prerequisites: TA 225 and 248.

**TA 334 Stage Management**

3 credits

Explores the concepts and principles of stage management, concentrating on organizational and management skills. Students learn to anticipate potential production problems, determine causes, and develop solutions to help promote the artistic achievement in a production. Prerequisites: Previous theatre production experience and instructor consent.

**TA 342 Sound Engineering**

3 credits

Offers advanced training in the use of sound in theatre. Focuses on recording techniques, editing, acoustics, and live mixing. Prerequisite: TA 242.

**TA 343 Scene Painting**

4 credits

Explores the theories and practice of scene painting, including color mixing, textures, and various painting techniques. Students must purchase lining brushes.

**TA 344 Drafting for Theatre**

3 credits

Examines the conventions and techniques of drafting, specifically oriented toward the types of drawings required for stage scenery and properties.

**TA 346 Costume Crafts**

3 credits

Explores conceptual, problem solving, and construction techniques for costume crafts. Covers millinery, armour, footwear, jewelry, and leathework. Offered in alternate years in spring term. Prerequisite: TA 146.

**TA 348 Acting III: Advanced Acting**

4 credits

Covers acting theory and technique for advanced improvisation, scene, and monologue work. Emphasizes detailed character development and relationships. Restricted to majors. Instructor consent by application required. Prerequisite: TA 248.

**TA 349 Fashion Through the Centuries**

4 credits

Offers a comprehensive survey of Western civilization's garment fashion history from the beginning of recorded time to the present. Discusses social and political trends; technological innovations; and the human spirit's creative impact on fashion, history, and culture.

**TA 350 Auditioning I**

4 credits

Involves the study and practical development of skills for prepared auditions. Focuses on the research necessary to develop a solid repertoire of monologue material. Prerequisite: TA 348.

**TA 351 Auditioning II**

4 credits

Continues development of auditioning skills. Explores career development opportunities beyond undergraduate school. Includes study of graduate programs, regional theatres, guilds, unions, major markets, and professional expectations. Prerequisite: TA 350.

**TA 354 Fundamentals of Directing**

4 credits

Provides an overview of the directing process. Emphasizes play selection, analysis, and pre-production preparation. Explores theories and techniques through text analysis, in-class exercises, and short scenes. Restricted to majors. Prerequisites: Junior standing, all lower division major requirements, and instructor consent.

**TA 355 Intermediate Directing**

4 credits

Emphasizes play selection and preproduction preparation as the primary source for choice of ground plan, development of blocking strategies, and communication with the actor. Explores the rehearsal process through direction of a scene or one-act play. Restricted to majors. Prerequisites: TA 354 and instructor consent by application.

**TA 357 Musical Theatre Workshop**

3 credits

Combines dance with singing. Students learn complete choreographed musical numbers in a range of styles. Prerequisites: TA 257 and vocal training.

**TA 358 Auditioning for Musical Theatre**

4 credits

Develops effective auditioning skills for musical theatre. Includes resumé preparation, how to find out about auditions, selection and presentation of appropriate songs, and audition etiquette. Also addresses dance auditions.

**TA 359 Musical Theatre History**

4 credits

Offers a comprehensive survey of Western civilization's musical theatre history from its inception to the present. Discusses the social and political trends and technological innovations that affected the development of the musical theatre genre.

**TA 360 Creative Dramatics**

4 credits

Explores the craft of acting through improvisational philosophies and techniques. Uses improvisational methods and philosophies to create original performance pieces. Prerequisites: TA 211, 225, and 248.

**TA 366, 367 Advanced Costume Construction**

4 credits each

Continues the development of skills acquired in costume construction. Projects expand in complexity and scope and may include corsetry, tailoring, and period patterning. TA 366 and 367 represent the second year of a five-course sequence in costume construction. Prerequisites for TA 366: TA 266, 267, and 268. Prerequisite for TA 367: TA 366.

**TA 371 Playwriting**

3 credits

Employs a variety of creative exercises to stimulate the creation of a one-act play based on the model of traditional Western dramatic structure. Prerequisites: TA 167 and instructor consent.

**TA 399 Special Studies**

Credits to be arranged

**TA 400 Capstone Experience**

2 credits

A culminating senior research project for BA/BS theatre majors that integrates knowledge and skills within the discipline. Prerequisite: Instructor consent.

**TA 401/501 Research**

Credits to be arranged

**TA 403/503 Thesis**

Credits to be arranged

Involves the preparation and presentation of a theatrical production or appropriate theatre project. BFA candidates only. Prerequisite: Departmental consent.

**TA 405/505 Reading and Conference**

Credits to be arranged

**TA 407/507 Seminar**

Credits to be arranged (maximum 9 credits)

Involves acting, business management, directing, design, or production experience with an established repertory, regional, stock, or summer theatre. Must be accepted by the company. Prerequisite: Instructor consent.

**TA 408/508 Workshop**

Credits to be arranged

**TA 409/509 Practicum**

Credits to be arranged

**TA 424 Film Acting**

4 credits

An advanced acting class that bridges the gap between stage and film performance techniques. Explores classic and current trends in film acting. Includes exercises and projects in film and camera technique based on traditional, contemporary scene, and monologue work. Prerequisites: TA 348 and instructor consent.

**TA 434/534 Theatre Business Management**

3 credits

Covers the principles and methods of budgeting, promotion, box office management, and operations.

**TA 436/536 Studies in Shakespeare**

4 credits

Offers an intensive study of a limited number of Shakespearean plays within their social, political, and intellectual contexts. Plays are chosen to correlate with Oregon Shakespeare Festival offerings. Repeat credit is allowed for different topics. (Cross-listed with Eng 436/536.)

**TA 439 Oregon Shakespeare Festival Plays in Production**

3 credits

Involves discussions, individual projects, and student and lecturer observations. Offers opportunities to observe production techniques at the Oregon Shakespeare Festival. Purchase of tickets is required. Prerequisites: Theatre major; junior standing.

**TA 442 Theatre Sound Design**

3 credits

Offers an advanced study of theatre sound, with emphasis on providing practical experience in designing sound for various production styles. Prerequisite: TA 242.

**TA 443/543 Scene Design Studio**

3 credits (maximum 6 credits)

Covers all aspects of scene design, from conceptualization, development, collaboration, and documentation. Students work on theoretical projects and, in some cases, are involved in actual productions. Provides experience in all aspects of scene design and assists students in developing their design portfolios. Prerequisite: TA 243.

**TA 444 Theatre Technology**

3 credits

Studies stagecraft techniques, including scenic materials, metalwork, plastics, and stage equipment and machinery as they relate to theatre production. Prerequisite: TA 144.

**TA 445/545 Lighting Design**

3 credits (maximum 6 credits)

Advanced study of the artistic application of stage lighting, with an emphasis on providing maximum laboratory experience in designing lights for various theatrical styles and staging configurations. Prerequisite: TA 245.

**TA 450 Period Styles I**

4 credits

Develops an understanding of the performance skills unique to the particular nonrealistic acting styles of Greek tragedy and classical commedia dell'arte by exploring the worldview of the plays and experimenting with improvisational and structured scene work. Prerequisite: TA 348.

**TA 451 Period Styles II**

4 credits

Offers an intensive study of the skills required when acting in Shakespeare's plays. Emphasizes scansion as a tool, verse speaking, text interpretation, exploration of the Elizabethan world of the playwright, and character development through improvisational and structured scenes and monologues. Prerequisite: TA 450.

**TA 452 Period Styles III**

4 credits

Develops an understanding of performance skills unique to those particular nonrealistic acting styles of the Restoration and Comedy of Manners. Explores the worldview of the plays. Also experiments with improvisational and structured scene work. Prerequisite: TA 451.

**TA 455 Theatre Practice**

1 to 3 credits each term (maximum 12 credits)

Provides advanced practical experience in acting, stagecraft, lighting, sound, costuming, promotion, makeup, business management, house management, and stage management for scheduled theatre productions.

**TA 459/559 Forms and Meaning of Drama**

4 credits

Offers a critical analysis of the nature, dramatic forms, and characteristics of the theatrical event. Prerequisite: Junior standing.

**TA 462, 463 Advanced Costume Design**

4 credits each

Expands the skills developed in costume design. Students generate a professional portfolio through further investigation of play interpretation, character analysis, research challenges, and intensive drawing and painting. TA 462 and 463 represent the second year of a five-course sequence in costume design. Prerequisites: TA 262, 263, and 264.

**TA 466/566 Drama in Western Culture**

4 credits

Explores the development of Western drama and theatre from antiquity to the Middle Ages. Involves intensive study of representative plays. Examines production techniques, theatre architecture, actors and acting styles, and significant political and cultural developments of the times. Prerequisite: Upper division standing.

**TA 467/567 Drama in Western Culture**

4 credits

Explores the development of Western drama and theatre from the Renaissance to the eighteenth century. Involves intensive study of representative plays. Also examines production techniques, theatre architecture, actors and acting styles, and significant political and cultural developments of the times. Prerequisite: TA 466.

**TA 468/568 Drama in Western Culture**

4 credits

Explores the development of Western drama and theatre from the eighteenth century to the present. Involves intensive study of representative plays. Examines production techniques, theatre architecture, actors and acting styles, and significant political and cultural developments of the times. Prerequisites: TA 466 and 467.

**Ashland Center for Theatre Studies (ACTS)****Theatre Teacher Training Program**

The structure of this school area master's degree program (MA or MS in arts and letters) follows the guidelines set by the dean of the School of Arts and Letters and the chair of the Theatre Arts Department. Candidates must be admitted to graduate studies at SOU.

For general information about the graduate program, please consult the *Graduate Studies* section on page 162. The Theatre Teacher Training program offers the opportunity to earn a master's degree in theatre education with an emphasis in production and design (a total of 45 credits) over three years. Students earn 12 credits each year for three years and spend two weeks in residence on the SOU campus each summer. Completion of the master's degree requires 9 additional credits (3 credits per year) in an area of secondary emphasis at the approved school of your choice for a total of 45 graduate credits.

**Major Department (Theatre Arts)**

Select 36 credits in graduate-level theatre arts courses:

Principles of Production	
Analysis (TA 521, 522, 523) .....	9
Design Elements (TA 526, 527, 528) .....	9
Production Implementation (TA 531, 532, 533) .....	9
Practicum: Applied Technology (TA 541, 542, 543) ..	9
Related non-theatre, graduate-level coursework ..	9
Total credits .....	45

**ADMISSION**

In addition to meeting the requirements for admission to a graduate degree program, students must submit a resumé, two letters of reference that address teaching and production experience, and a statement of educational philosophy.

**CLASSES**

All courses offered under the Ashland Center for Theatre Studies summer program are required over three summers. The curriculum includes required coursework before and after the two-week residency period. This work comprises play-reading, analysis papers, and design and technology projects executed at the student's own school. Morning seminars include active discussion of production elements, from script analysis to publicity, followed by in-depth exploration of all technical areas. Afternoons are dedicated to hands-on development of production concepts and practical application of technical processes. Evenings are spent preparing class assignments, working on design and technical projects, and seeing plays at the Oregon Shakespeare Festival.

**MASTER'S THESIS**

The curriculum culminates in a master's thesis project. The thesis project requires a complete directorial analysis that is applied to the design elements and will be realized in working drawings, renderings, recordings, and prospectuses.

**ACTS Theatre Teacher Training Program Coursework**

Coursework is broken down into four integrated 9-credit sequences that focus on presentational, representational, and musical theatre. Assignments and individual blocks of time within the Summer Session may fulfill requirements for more than one course.

**TA 521, 522, 523 Principles of Production Analysis**

3 credits each

Related to the script work of a director. Offers the foundation for direction and design. Requires reading and analyzing plays with the intent to realize a theatrical production of the plays assigned. Discusses plays viewed at the Oregon Shakespeare Festival. Coursework includes dramatic structure, scenic breakdown, beat analysis, statements of dramatic action, and discussion of analogies and metaphors used in developing a unified concept for a production. TA 521 emphasizes presentational theatre; TA 522 emphasizes representational theatre; and TA 523 emphasizes musical theatre.

**TA 526, 527, 528 Design Elements**

3 credits each

Related primarily to the designer's work. Offers opportunities to explore how the varied elements of design integrate to realize a unified production. Curriculum includes historical research, building models, creating renderings, drafting light plots, recording sound sketches for assigned plays, and developing a rationale to support design choices. Students formalize design interpretations in scene, costume, lighting, and sound design and present the designer's work in both theoretical and realized formats. The realized designs will include documentation of process, methods, and materials. TA 526 emphasizes presentational theatre; TA 527 emphasizes representational theatre; and TA 528 emphasizes musical theatre.

**TA 531, 532, 533 Production Implementation**

3 credits each

Related to the organization and physical implementation of production and the work of the production manager, stage manager, technical director, properties master, costume shop supervisor, master electrician, and sound engineer, as well as marketing and front of house. Focuses on developing the practical skills necessary to implement a production. Teaches how to translate design ideas into tangible form and how to communicate those ideas throughout production areas. Curriculum includes current theatre technology, research of new technologies, and scheduling and communication models for production implementation. Integral aspects include how to work within a defined set of financial, physical, and material resources and how to minimize negative aspects and maximize the potential of a fully integrated produc-



tion. TA 531 emphasizes presentational theatre; TA 532 emphasizes representational theatre; and TA 533 emphasizes musical theatre.

**TA 541, 542, 543 Practicum: Applied Technology**  
3 credits each

Related to learning theatre crafts. Develops the information base necessary for full technical support of a design concept. Focuses on new theatre technologies and improving skills in costume construction, draping, and wardrobe; set and properties construction, painting, and rigging; and sound-recording, editing, mixing, and live amplification. Includes documentation in all areas of production, including itemized budgets, costume plots and renderings, scenic design and construction drawings, paint renderings and elevations, scenic inventory and timeline, prop lists, light plots and hookup sheets, wig and makeup renderings, and sound plots. Addresses safety and maintenance of equipment and facilities. TA 541 emphasizes presentational theatre; TA 542 emphasizes representational theatre; and TA 543 emphasizes musical theatre.

## Interdisciplinary Options

SOU offers several established interdisciplinary majors and minors, as well as the option to create an independent interdisciplinary major. Students may select from a list of established interdisciplinary majors, such as business-chemistry, business-mathematics, business-physics, environmental studies, international studies, mathematics-computer science, and music-business. Established interdisciplinary minors are available in applied multimedia, international peace studies, Latin American studies, Native American studies, Shakespeare studies, and women's studies.

Students may also propose independent interdisciplinary majors from two or more majors, programs, or schools. Independent interdisciplinary majors must be planned with the assistance of a faculty advisor.

### Independent Interdisciplinary Major

Independent interdisciplinary majors provide considerable flexibility for combining the study of several academic disciplines into a single major. The independent interdisciplinary major enables the student to reflect and act on how such a combination of the chosen disciplines enhances one's educational and professional goals. Almost all of the academic disciplines available at the University may be used in this interdisciplinary degree structure, but departments and programs retain the authority to determine which courses may be used to shape these interdisciplinary majors.

The independent interdisciplinary degree typically includes coursework from two to three academic departments/programs. Students must choose two of these as departments/programs of emphasis. Students then work with an advisor to draft a letter outlining the courses they will take to complete their interdisciplinary major. This letter of agreement is kept on file by the registrar. There are two degree options available, depending on how the departments or programs of emphasis are chosen: the single-school, independent interdisciplinary major and the multi-school, independent interdisciplinary major.

### Single-School Independent Interdisciplinary Major

All of the academic departments or programs for the major are chosen within a single school. The areas are: arts and letters (art, communication, English and writing, foreign languages and literatures, music, philosophy, Shakespeare studies, and women's studies); sciences (biology, chemistry, computer science, geology, mathematics, physics, and general science); and social science (criminology and criminal justice, economics, general social science, geography, history, international studies, Native American studies, political science, psychology, sociology and anthropology, and health & physical education). The title of the degree carries the name of the major area; for example, BA in arts and letters or BS in sciences.

#### Degrees

BA or BS in Arts and Letters

BA or BS in Sciences

BA or BS in Social Science

#### Requirements for the Major

Students must complete the following requirements for the major and the general degree requirements (see *Baccalaureate Degree Requirements* on page 19).

1. Complete 75 or more credits (at least 40 of which must be upper division) in one of the following schools: arts and letters (art, communication, English and writing, foreign languages and literatures, music, philosophy, Shakespeare studies, and women's studies); sciences (biology, chemistry, computer science, geology, mathematics, physics, and general science); and social science (criminology and criminal justice, economics, general social science, geography, health & physical education, history, international studies, Native American studies, political science, psychology, and sociology and anthropology).
2. Students wishing to be independent interdisciplinary majors must write a brief letter explaining the rationale for requesting this major. The letter should address why an independently designed interdisciplinary major would best suit the student's purposes for study. The letter should be addressed to the department chair or program director in the department or program of

emphasis—that is, whichever department or program from which the majority of the student's courses will be selected. Students should also share the letter with the departmental chair(s) or program director(s) in their secondary area of emphasis.

3. Select a department or program of emphasis within the designated school. Students must also select a secondary department or program from the same school. The department or program of emphasis is responsible for providing academic advising and ensuring that all requirements are completed. For the department or program of emphasis, students must complete at least 24 credits of upper division coursework from a list designated by the department or program and approved by the chair or program director. Students must also complete at least 16 credits of upper division coursework from the secondary department or program; these credits must be approved by the respective department chair or program director.
4. Complete the writing component for the department or program of emphasis.
5. Interdisciplinary majors must have a planned program and a chosen department or program of emphasis by the time they have completed 121 credits.
6. Complete the capstone experience for the department of emphasis or develop an alternative approved by the chair or program director prior to achieving senior status.
7. Maintain the minimum GPA for the chosen interdisciplinary degree. The minimum GPA for the interdisciplinary degree is the minimum GPA for the department of emphasis. Where the area of emphasis is a program rather than a department, the minimum GPA is 2.5, unless the GPA is set higher by an authorized committee in the program of emphasis.

#### Summary of Graduation Requirements

See *Degree Programs and Requirements* on page 19.

General Education

BA or BS requirements

Major

Electives

Total credits (including 60 upper division credits)

### Multi-School Major

For the multi-school major, the two departments or programs of emphasis for the major are drawn from different schools. The departments or programs of emphasis may be chosen from arts and letters, sciences, and social science. The title for this interdisciplinary degree option is BA or BS in interdisciplinary studies.

#### Degrees

BA or BS in Interdisciplinary Studies

### Requirements for the Major

Students must complete the following requirements for the major and the general degree requirements (see *Baccalaureate Degree Requirements* on page 19).

1. Complete 90 or more credits (at least 48 of which must be upper division) from two to three departments chosen from at least two of the following areas: arts and letters (art, communication, English and writing, foreign languages and literatures, music, philosophy, Shakespeare studies, and women's studies); sciences (biology, chemistry, computer science, geology, mathematics, and physics); and social science (criminology and criminal justice, economics, geography, health & physical education, history, Native American studies, political science, psychology, and sociology and anthropology).
2. Select a department of emphasis. The department or program of emphasis is responsible for providing academic advising and ensuring that all requirements are completed. Students must complete at least 30 credits for the department or program of emphasis, including 24 credits of upper division coursework from a list designated by the department or program and approved by the department chair or program director, as well as at least 12 upper division credits in each of the remaining areas.
3. Independent interdisciplinary majors must write a brief letter explaining the rationale for requesting an independent interdisciplinary major. The letter should address why an independently designed interdisciplinary major would best suit the student's purposes for study. The letter should be addressed to the department chair or program director from which the majority of the student's courses will be selected. Students should also share the letter with the department chair(s) or program director(s) in their secondary area(s) of emphasis.
4. Complete the writing component for the department of emphasis.
5. Students who are interdisciplinary majors must have a planned program and a chosen department or program of emphasis by the time they have completed 121 credits.
6. Complete the capstone experience for the departments or programs of emphasis or develop an alternative approved by the chair or program director of the departments or programs of emphasis. Students who plan to pursue the alternative option must file an approved plan with the department chair or program director in the primary area of emphasis.
7. Maintain the minimum GPA for the chosen interdisciplinary degree. The minimum GPA for the interdisciplinary degrees is the minimum GPA for the department of

emphasis. Where the area of emphasis is a program rather than a department, the minimum GPA is 2.5, unless the GPA is set higher by an authorized committee in the program of emphasis.

### Summary of Graduation Requirements

See *Degree Programs and Requirements* on page 19.

General Education

BA or BS requirements

Major

Electives

Total credits (including 60 upper division credits)

### Advising

Students should consult the department of primary concentration. The department of emphasis is responsible for providing academic advising and ensuring that all requirements are completed.

## Certificates

### Postbaccalaureate Certificate in Accounting

Central 126

541-552-6556

Al Case, Advisor

The Postbaccalaureate Certificate in Accounting is for students with a baccalaureate degree who wish to complete coursework to prepare for the Certified Public Accountant (CPA) or other certification examinations in accounting. The Certificate in Accounting Program has been developed for a variety of career objectives, including CPA, CMA, and government and industrial accounting.

This certificate is unique in that it is reserved for candidates who already possess a bachelor's degree, but it does not require any graduate coursework, nor does it result in a degree being conferred.

To be admitted to the program, students must:

1. hold a baccalaureate degree;
2. be admitted to SOU; and
3. have completed the following or equivalent courses:
  - a. Core 101, 102, 103 or Wr 121, 122
  - b. 4 credits in math above the level of intermediate algebra
  - c. Accounting Information I, II (BA 211, 213)

Students who do not meet all of the requirements may attach a letter of petition to their applications.

Students must have their transcripts reviewed for admission to the Certificate in Accounting Program. Applications for admission must be accompanied by proper documentation, including transcripts of all college credits.

## Course Requirements

(48 credits)

### Required Courses (24 credits)

Financial Reporting and

Analysis I, II (BA 351, 352)..... 8

Introduction to Taxation (BA 365)..... 4

Cost and Management Accounting (BA 451)..... 4

Auditing I (BA 455)..... 4

Advanced Accounting Topics I (BA 458)..... 4

### Elective Courses (24 credits)

Financial Reporting and Analysis III (BA 353)..... 4

Business Law (BA 370)..... 4

Principles of Finance (BA 385)..... 4

Accounting Information Systems (BA 454)..... 4

Auditing II (BA 456)..... 4

Advanced Taxation (BA 457)..... 4

Advanced Accounting Topics II (BA 459)..... 4

Government and Not-for-Profit

Accounting (BA 460)..... 4

Corporate Law (BA 478)..... 4

At least 36 of the 48 credits for the certificate and 24 of the credits in accounting must be taken in residence at SOU. Candidates must achieve a minimum grade of C in each course completed for the certificate and a GPA of 2.5 for all courses required for the certificate. All coursework from schools other than SOU must be from accredited colleges or universities.

Students working toward the certificate in accounting should choose a faculty advisor from the accounting area for assistance with program planning.

## Applied Finance and Economics

Central 134

541-552-6557

Milan ("Kip") Sigetich, Coordinator

Professors: Curtis J. Bacon, Hassan Pirasteh

Associate Professor: Milan ("Kip") Sigetich

The Certificate in Applied Finance and Economics (CAFE) is jointly offered by the School of Business and the Department of Economics. The program is open to all students. In size and scope, the certificate is between a minor and a major. To be awarded this certificate, students must meet CAFE program requirements and requirements for a BA or BS degree at SOU (or the transfer equivalent). A majority of credits for the CAFE must be taken at SOU.

The purpose of the CAFE is to provide students with an opportunity to combine selected finance and economics courses into a coherent area of study. The CAFE program integrates courses from the two disciplines, synthesizing the broad theoretical subject overview and applications provided in economics with the practical and applied areas emphasized in finance.

The CAFE program is intended to equip students with a base of analytical methods and tools used in finance and economics and to develop their ability to critically and quantitatively apply those tools to actual problems encountered in the workplace. To meet these goals, students must select elective courses from one of five focus areas tailored to their career interests.

The CAFE program requires completion of 36 credits, consisting of five required courses and four electives from one focus area. All courses taken for the certificate must be completed with a grade of C or better and a minimum 2.5 GPA.

*Required Courses (20 credits)*

Principles of Finance (BA 385).....	4
Investments (BA 472).....	4
Principles of Microeconomics (Ec 201).....	4
Principles of Macroeconomics (Ec 202).....	4
Intermediate Macroeconomics (Ec 376).....	4
Total credits.....	20

Note: Completion of BA 282, Mth 243, or Ec 332 is suggested prior to taking BA 385.

*Electives (16 credits; see Focus Areas below to determine choice)*

**Money, Banking, and Financial**

Institutions (Ec 318).....	4
Public Finance (Ec 319).....	4
Introduction to the International Economy (Ec 320).....	4
Quantitative Methods (Ec 332).....	4
Applications of Quantitative Methods (Ec 333) ....	4
Benefit-Cost Analysis in Project Assessment (Ec 364).....	4

**Business Cycles and Macroeconomic**

Forecasting (Ec 478).....	4
Financial Markets and Institutions (BA 470).....	4
Financial Management (BA 471).....	4
International Financial Management (BA 473).....	4
Practicum (BA 409 or Ec 409).....	1-4

Note: To receive credit, students must secure approval for the practicum from the CAFE program coordinator.

## Focus Areas

The 16 units of elective credit must be selected from one of the following focus areas:

### FINANCIAL SERVICES

For students interested in banking, brokerage, insurance, and related fields: Ec 318, BA 470, Ec 332 or Ec 333, Ec 320 or BA 473.

### FINANCIAL ANALYSIS

For students wishing to work in the corporate financial environment: BA 471, Ec 332 or Ec 333, BA 473, Ec 364.

### ECONOMIC ANALYSIS

For students interested in performing economic analysis for banks, larger corporations, government agencies, or similar entities: Ec 318 or BA 470, Ec 319, Ec 320 or BA 473, Ec 332, Ec 333.

### PUBLIC SECTOR

For students interested in public sector or non-profits such as planning departments and intergovernmental agencies: Ec 319, Ec 318 or BA 470, BA 471, Ec 320 or BA 473, Ec 332 or Ec 333, Ec 364.

### GENERAL

For students who are undecided about a career or who prefer broad exposure: Ec 318 or BA 470, Ec 319, Ec 320 or BA 473, Ec 332 or Ec 333, BA 471.

## Certificate in Botany

The Certificate in Botany serves undergraduate, graduate, and postbaccalaureate students wishing to work in the plant sciences. The program prepares students for careers as botanists at state and federal agencies, environmental consulting firms, and nongovernmental conservation organizations. It also offers a solid foundation for students planning graduate work in botany. Students wishing to pursue the Certificate in Botany should meet with a certificate advisor early in their program.

### Requirements for the Certificate

1. Undergraduate students must complete the requirements for a bachelor's degree (not necessarily biology). Postbaccalaureate students who wish to earn a Certificate in Botany must meet the standards for admission to SOU graduate programs.

2. Maintain a minimum 3.0 GPA for all courses in the certificate program.

3. Complete all of the core courses below:

(24 credits)

Plant Physiology (Bi 331).....	4
Plant Evolution and Systematics (Bi 336) .....	4
Origins and Diversity of Land Plants (Bi 432/532).....	4
Plant Anatomy (Bi 434/534) .....	4
Algae, Fungi, and Lichens (Bi 436/536) .....	4
Plant Ecology (Bi 454/554).....	4

4. Complete one of the following courses, perform all course project work with a botanical emphasis, and submit the graded project(s) to the certificate advisor.

(3-4 credits)

Biological Illustration (Bi 430/530) .....	3
Conservation Biology (Bi 438/538).....	3
Scanning Electron Microscopy (Bi 485/585).....	4

5. Complete two of these specialized courses:

(7-8 credits)

Physiological Plant Ecology (Bi 431/531).....	4
Methods in Plant Systematics (Bi 435/535) ..	4
Bryophytes (Bi 442/542).....	4
Plant Identification and Field Botany (Bi 444/544).....	3

6. Complete the appropriate research option: (4-6 credits)

Satisfy the Senior Capstone with research having a botanical emphasis (see capstone options).....	4-6
Postbaccalaureate Research (Bi 401/501) or Thesis (Bi 403/503) with botanical emphasis.....	4-6

7. Present to the certificate advisor (no later than final exam week of the term the certificate is to be awarded) a portfolio of exemplary work assembled from all courses completed for the certificate program.

## Business Information Systems

Professor: William Jackson (MIS)

Assistant Professors: Al Case (AIS),

Donna Lane (MIS), Katie Pittman (MIS)

The increasingly critical role of information systems within organizations has created a demand for graduates who are knowledgeable about both information systems and business. Students enrolled in the Certificate in Business Information Systems (CBIS) program choose a focus area in either Accounting Information Systems (AIS) or Management Information Systems (MIS). This certificate program provides students with an opportunity to gain expertise in business software applications and to develop in-depth knowledge of organizational information systems.

The AIS option provides students with the accounting and technical skills necessary for successful careers in accounting and accounting information systems in today's technology-oriented marketplace. The MIS option includes a combination of applied and theoretical courses in business computer applications, programming, and information systems. This option equips students with the skills and knowledge necessary to effectively operate and manage in a high-tech environment.

In size and scope, the certificate is between a minor and a major. To be awarded an AIS or MIS certificate, students must complete the course requirements listed below and the SOU requirements for a BA or BS degree or the transfer equivalent. A majority of the credits must be taken at SOU. All courses taken for the certificate must be completed with a grade of C or better. Students must maintain a minimum 2.5 GPA in all certificate courses.

### Program Requirements

Program prerequisites include Business Computer Applications (BA 131), Accounting Information I, II (BA 211, 213), and Management Information Systems (BA 382).

*Core Courses (12 credits)*

Advanced Business Application of Spreadsheets (BA 285) .....	4
Advanced Business Application of Databases (BA 384) .....	4
Computer Science I (CS 200) .....	4

*Focus Area Coursework (24 credits)*

Credits must be taken from one of the focus areas listed below.

### Accounting Information Systems (AIS)

(24 credits)

*Requirements (16 credits)*

Financial Reporting and Analysis I (BA 351) .....	4
Financial Reporting and Analysis II (BA 352).....	4
Cost and Management Accounting I (BA 451).....	4
Accounting Information Systems (BA 454) .....	4

*Electives (8 credits)*

Seminar/Special Topics (BA 407)* .....	4
Practicum (BA 409)* .....	4
Cyberlaw (BA 474) .....	4
Business Information Systems Design (BA 484) ....	4
Fundamentals of Project Management (BA 488) ...	4
Advanced Management Information Systems (BA 497).....	4



Computer Science II (CS 257) .....	4
End User Computing (CS 345) .....	4
Other CS or BA courses as approved .....	4-8

### Management Information Systems (MIS)

(24 credits)

Requirements (8 credits)

Business Information Systems Design (BA 484) ....	4
Advanced MIS (BA 497) .....	4

Electives (16 credits)\*\*

Seminar/Special Topics (BA 407)* .....	4
Practicum (BA 409)* .....	4
Applied Business Research (BA 428) .....	4
Cyberlaw (BA 474) .....	4
Fundamentals of Project Management (BA 488) ...	4
Computer Science II (CS 257) .....	4
End User Computing (CS 345) .....	4
Other CS, BA, or AM courses as approved .....	4-12

\*Must be in a related area and be approved in advance by the certificate advisor.

\*\*Elective courses must be chosen in consultation with certificate advisor to develop a consistent area of study relevant to student interests. Examples include software development, database administration, and Web development.

## Interactive Marketing and E-Commerce

Chuck Jaeger (Business), Coordinator

The course requirements for the Certificate in Interactive Marketing and E-Commerce are designed to equip students with the necessary marketing, computer technology, design, and multimedia skills to succeed in Internet marketing and e-commerce. Graduates of the certificate program possess the technical skills to work with information technology and Web technology groups in business, government, and educational settings. The certificate program is open to both current and postbaccalaureate students.

### Curriculum

Prerequisites

Business Computer Applications (BA 131)	
Elementary Statistics (Mth 243)	
Computer Science I (CS 200)	
Principles of Marketing (BA 330)	

Core Requirements (24 credits)

Advanced Business Applications of	
Databases (BA 384) or Databases (CS 360) .....	4
Direct Marketing (BA 435/535) .....	4
Internet Marketing and	
E-Commerce (BA 436/536) .....	4
Computer Science II (CS 257) .....	4
Introduction to Multimedia (AM 233) .....	4
Web Authoring (AM 337) .....	4

Electives (8 credits)

Seminar (BA/CS 407)* .....	4
Practicum (BA 409)*† .....	4
Applied Business Research (BA 428)*† .....	4
Business Planning (BA 499)*† .....	4
Design for Multimedia (AM 334) .....	4
Web Interface Design, Graphics,	
and Animation (AM 338) .....	4
Graphic Design (Art 344)† .....	4
Digital Interactive Studio (Art 351)† .....	4
Client-Server (CS 432)† .....	4

Corporate Web Development (CS 433)† .....	4
Computer Imaging (CS 315) .....	4

\*Must be in a related area and be approved in advance by the certificate advisor.

†These courses have one or more prerequisites that are not included in the certificate curriculum, but are included in corresponding major or minor requirements.

## Management of Human Resources

Advisors:

Business:

Joan McBee (Central 124)

Communication:

Jonathan Lange (Britt 204)

Psychology:

Michael Naumes (Education-Psychology 210)

The Certificate in Management of Human Resources (CMHR) equips candidates with specialized skills to work with the most important resource at an organization—people. Students develop a practical knowledge base in the following areas: interviewing and staff selection; training design and implementation; team building; employee relations and conflict resolution; management of a diverse work force; performance appraisal and management; compensation design and administration; employee benefits; legal and regulatory practices; personnel policies and programs; labor and union relations; and health and safety.

To pursue this certificate, students must be in one of the following categories: a) current SOU students who are meeting the requirements for a BA or BS degree; b) students who already have a BA or BS degree (postbaccalaureate); or c) students who have significant management experience and meet the pre-screening criteria for noncredit certification.

The CMHR is offered jointly by the School of Business, the Communication Department, and the Psychology Department. In size and scope, the certificate is between a minor and a major. This interdisciplinary format requires the completion of a 12-credit prerequisite series, a 24-credit core, and 12 elective credits chosen from at least two of the three disciplines. This format allows the student to build an area of strength in a preferred field of emphasis.

This program provides a supplemental certificate option for students majoring or minor in business, communication, or psychology. The program is also open to students completing any BA or BS degree at SOU. Each student has a CMHR advisor who facilitates an individual plan of study and success in the certificate program. All courses taken for the certificate must be completed with a grade of C or better. A minimum GPA of 2.5 must be maintained in all courses taken for the certificate. At least 20 of the 36 core and elective credits must be completed at SOU.

Prerequisites (12 credits)

Interpersonal Communication (Comm 125) .....	4
Organizational Behavior and	
Management (BA 374) .....	4
General Psychology (Psy 202) .....	4

Core Requirements (24 credits)

Interviewing and Listening (Comm 330) .....	4
Organizational Communication (Comm 475) .....	4
Personnel Selection and Appraisal (BA 486) .....	4
Principles of Human Resource	
Management (BA 481) .....	4
Organizational Psychology (Psy 445) .....	4
HR Practicum (BA/Comm/Psy 409)	
(must be approved) .....	4

Electives (12 credits)

Communication Across Cultures (Comm 200) .....	4
Principles of Public Relations (PR 331) .....	4
Gender and Human Communication (Comm 425) ..	4
Negotiation and Conflict (Comm 455) .....	4
Seminar: Mediation and Conflict	
Management (BA/Comm/Psy 407) .....	4
HR Certification Course (BA 407) .....	2
Business Ethics (BA 476) .....	4
Labor Relations (BA 482) .....	4
Compensation Management (BA 485) .....	4
Health, Safety, and Risk Management (BA 487) ....	4
Social Psychology I (Psy 334) .....	4
Creative Thinking (Psy 437) .....	4
Group Dynamics (Psy 438) .....	4
Behavior Modification (Psy 443) .....	4

## Native American Studies Certificate

Taylor 018B

541-552-6751

David West, Coordinator

Native American Studies is an interdisciplinary academic program in the School of Social Science and Health & Physical Education. The Native American Studies program aims to educate all students about the Native experience and the rich cultural heritage of the indigenous peoples of Oregon and North America.

The Certificate in Native American Studies prepares students to work effectively in Indian country. The certificate equips students of all backgrounds with the requisite knowledge and experience for any number of career paths, in addition to fostering personal growth and enrichment.

Native American studies courses are listed under the prefix NAS in the *Native American Studies Minor* section on page 149.

### Requirements

(36 credits)

Core Courses (12 credits)

Introduction to Native American	
Studies (NAS 268) .....	4
Native American Topics: Historical (NAS 368) ....	4
Native American Topics:	
Contemporary (NAS 468) .....	4

Native Knowledge and Perspectives (16–20 credits)

Choose from the following courses; 12 credits of which must be upper division:

Introduction to Intertribal Dance (NAS 270) .....	4
Seminar: Native American	
Culture (NAS 407/507 or Ed 407/507) .....	2
Pacific Cultures (Anth 317) .....	4
Native North America (Anth 318) .....	4
Native North America: Special Studies (Anth 334) ..	4
Archaeology Field School (Anth 375) .....	4

Cultural Resource Management (Anth 462) .....	4
Cultural Rights (Anth 464) .....	4
Contemporary Issues in Native North America (Soc 338) .....	4
Introduction to Native North American Art (ArH 199) .....	4
Native North American Myth and Culture (Eng 239) .....	4
Introduction to Native American Literature (Eng 240) .....	4
Major Forces in Literature (Eng 447)* .....	4
Major Figures in Literature (Eng 448)* .....	4
Native American History (Hst 383) .....	3
Ethnobotany and Cross-Cultural Communication (Bi 384) .....	4
Oral History Methods (Hst 412) .....	4
Native American Psychology (Psy 489) .....	4
Certain upper division, open-numbered courses with a Native American focus (399, 401, 405, and 407/507) in participating departments (art, English and writing, history, and sociology and anthropology) may also be appropriate. Consult the program coordinator for more details.	
*Applicable to the certificate when Native American authors are featured.	
<i>Synthesis (4–8 credits)</i>	
Practicum (minimum 4 accumulated credits). Choose from a combination of:	
Practicum (NAS 209) .....	2–4
Practicum (NAS 309) .....	2–6
Practicum (NAS 409) .....	2–8
Note: The practicum may also be taken as 409 in the student's major department with the Native American studies advisor's consent.	

## Postbaccalaureate Certificate in Nonprofit Management

Central 121

541-552-6723

Allison Koenig, Coordinator

The Postbaccalaureate Certificate in Nonprofit Management equips students with the management skills necessary to obtain entry-level management positions within nonprofit organizations. Graduates of the certificate program receive a nationally recognized Certificate in Nonprofit Management from American Humanities, a nonprofit management consortium comprising nonprofits, universities, and colleges. The certificate program is cross-disciplinary, taking advantage of the education students have received through a variety of majors, including the arts, business, English, environmental studies, psychology, political science, sociology, music, and theater, to name a few. Graduates of the certificate program gain the knowledge and experience required to become proficient in nonprofit management. Management disciplines emphasized include: financial management, organizational and board leadership, marketing, fundraising, human resource management, and program planning. As an interdisciplinary program, the certificate in nonprofit management may utilize coursework that students complete as part of General Education or coursework required by their major. The certificate program is open to undergraduates, graduates, and postbaccalaureate students.

### Core Courses (16 credits)

Introduction to Nonprofit Theory and Management (BA 480/580) .....	4
Nonprofit Organization Management (PS 430A/530A) .....	2
Nonprofit Organization Management (PS 430B/530B) .....	2
Community Engagement Writing: Internships and Practica (Wr 410) .....	4
Not-for-Profit Accounting (BA 460/560) .....	4

### Electives (12 credits)

Program electives\* are designed to address three major nonprofit management competencies, including human resource management, program planning, and marketing. Students choose from several majors and more than thirty courses to complete their program electives. Contact the Nonprofit Program coordinator to find out how your area of study may be used to address program electives.

\*Must be in a related area and must have advance approval from the Nonprofit Program coordinator.

### INTERNSHIP AND STUDENT ASSOCIATION

Students must complete 300 internship hours and participate in the SOU American Humanities Nonprofit Student Association. Internship hours are addressed through a combination of coursework, practicum, documented service work in a nonprofit agency, and the School of Business internship program. Internship plans must be established within the first four months of entry to the program and require the approval of the Nonprofit Program coordinator, who can help students with internship planning, preparation, and placement.

# Interdisciplinary Minors

## Applied Multimedia

Education-Psychology 130

541-552-6915

Arnold Abrams, Coordinator

Professor: Arnold Abrams

Associate Professor: Donald Kay

Instructor: Michael Gantenbein

This program provides an in-depth exploration of the development and delivery of interactive multimedia and Internet content. It examines the latest developments in multimedia technologies, techniques, and theory, with emphasis on using new media for electronic publishing, computer-based training, distributed learning, corporate communications, and desktop presentations. The program also helps students develop project management and interdisciplinary teamwork skills.

In addition to examining the hardware and software involved in creating new media, the courses explore historical perspectives, design considerations, and evolving issues in multimedia. Students gain extensive hands-on experience using both Macs and Windows-based computers. They work with CD-ROM, DVD, digital cameras, digital video, animation, color scanners, the Web, and authoring software. Applied multimedia courses demonstrate the numerous applications of these new technologies in a wide range of disciplines, with special

consideration given to applying these tools in the student's area of major study. Classes are suitable for students from any major.

## Requirements for the Minor

A minimum of 24 credits in approved courses.

### Required Courses

Introduction to Multimedia (AM 233) ..... 4

Choose 12 to 20 credits from the following:

Digital Photography (AM 250)..... 4

Design for Multimedia (AM 334)..... 4

Digital Video (AM 335) ..... 4

Multimedia Authoring (AM 336)..... 4

Web Authoring (AM 337)..... 4

Web Interface Design, Graphics,

and Animation (AM 338)..... 4

Audio for Multimedia (AM 339)..... 4

Seminar: Selected Topics (AM 407) ..... 1-4

Multimedia Practicum (AM 409) ..... 1-6

### Electives

Choose up to 8 credits from the following courses (selected with advisor approval):

Digital Studio (Art 250) ..... 4

Digital Interactive Studio (Art 351) ..... 4

Digital Animation Studio (Art 352) ..... 4

Digital 3D Modeling and

Lighting Studio (Art 353)..... 4

Digital 3D Animation Studio (Art 354) ..... 4

Computer Applications in Chemistry (Ch 371)..... 3

Computer Imaging (CS 315) ..... 4

Computer Graphics I (CS 316) ..... 4

Advanced Field Production (VP 315)..... 4

Applied Editing Techniques for Field

and Studio Production (VP 375) ..... 4

## Applied Multimedia Courses

### LOWER DIVISION COURSES

#### AM 233 Introduction to Multimedia

4 credits

Provides an overview of and introduction to multimedia production as used in training, education, and commercial applications. Exposes students to multimedia software and technologies via extensive hands-on experience. Topics include digital photography, image manipulation, desktop video, and multimedia authoring. Focuses on instructional design, applications, and career opportunities. Four hours of lecture a week. Prerequisite: Basic computer literacy demonstrated by a class such as CS 115.

#### AM 250 Digital Photography

4 credits

Provides an introduction and overview to the world of digital photography and digital imaging. Serves as an entryway to further study in the world of digital imaging and multimedia production. Students gain an understanding of what features are desirable and how to use the creative controls of a digital camera.

### UPPER DIVISION COURSES

#### AM 309 Practicum

Credits to be arranged

#### AM 334 Design for Multimedia

4 credits

Covers text, color, graphics, and layout in multimedia production, including the technical aspects of optimizing visuals and text for the screen. Includes design projects using Adobe Photoshop and interactive multimedia software. Introduces the basic concepts of screen design for students without a design background. Other topics include designing for a target audience, design aesthetics, and file formats. Four hours of recitation a week. Prerequisite: AM 233.

#### AM 335 Digital Video

4 credits

Involves use of digital video software (Adobe Premiere) to create and edit nonlinear digital videos on a desktop computer. Students utilize full-screen, full-motion video; learn to import video, audio, and graphic elements into the computer; apply special effects; and edit a production that could be converted to videotape or used as part of a CD-ROM, Web page, or desktop presentation. Compares analog and digital editing throughout the course. Four hours of lecture a week. Prerequisite: AM 233.

#### AM 336 Multimedia Authoring

4 credits

Examines the fundamentals of using an authoring package to create a multimedia production, such as a CD-ROM. Teaches students how to use Macromedia Director, a popular authoring software used by multimedia professionals. Covers animation, painting tools, text manipulation, sound, and screen transitions. Students use basic scripting in Lingo (Director's programming language) to control the interactive parts of the production. Discusses project management, flow-charting, and interface design. Four hours of lecture a week. Prerequisite: AM 233.

#### AM 337 Web Authoring

4 credits

Explores the fundamentals of Web authoring for Internet and intranet use. Students create Web sites using HTML scripting and Web-authoring software. Techniques and guidelines include standard formatting and advanced Web page design. Lectures, readings, and hands-on tutorials allow students to develop skills in these techniques and to explore emerging technologies that expand the interactive capabilities of Web sites. Prerequisite: AM 233.

#### AM 338 Web Interface Design, Graphics, and Animation

4 credits

Covers the principles of creating functional navigation for Web sites and multimedia productions. Students explore user interface issues, techniques, and theories via lectures, readings, and hands-on experiences. Topics include 2D vector animation, Web graphics, and multimedia delivery over the Web. Examines design fundamentals for creating Web sites that communicate to a specific audience. Prerequisite: AM 233.

#### AM 339 Audio for Multimedia

4 credits

A hardware- and software-based approach exploring the production of digital audio for various uses. The lectures, demonstrations, and hands-on experience will include a definition of sound and digital audio, concepts in audio hardware and software, and sound synthesis. Prerequisite: AM 233.

#### AM 399 Special Studies

Credits to be arranged

Individual special studies in multimedia, Web, animation, and video. May incorporate studies in Web authoring, design, planning, technical production, and supervision. Prerequisites: AM 233 and instructor consent.

#### AM 407/507 Selected Topics in Multimedia Seminar

1 to 4 credits

Covers various cutting-edge topics in the realm of multimedia production. Offers seminars in background foundations. Prerequisites: AM 233 and one other applied multimedia course.

#### AM 409/509 Practicum in Multimedia

1 to 6 credits

Students perform on-site production of multimedia materials. This may be in a company specializing in multimedia production or one that uses multimedia in a supplemental manner. Includes weekly class sessions in which students share their experiences and ask questions. Guest speakers and selected lecturers are also part of the seminar sessions. Prerequisites: AM 233 and one other applied multimedia course.

## International Peace Studies

Taylor 120

541-552-6288

Magdalena Staniek, Coordinator

The international peace studies minor provides a systematic analysis of the causes and consequences of international conflict. International peace studies focuses on the relationship of conflict to violence and, in its broadest sense, involves the interrelationship among conflict, violence, social justice, and social change. Peace studies also addresses the problems and prospects of conflict management and resolution.

## Requirements for the Minor

A minimum of 28 credits in approved courses.

International Scene (IS 250) ..... 4

Ethics: Moral Issues (Phl 205)..... 4

World Politics (IS 350)..... 4

Negotiation and Conflict (Comm 455)..... 4

Research\* ..... 4

Total credits ..... 20

Elective credits†..... 8

\*In consultation with the international studies coordinator, students are required to select an upper division class of their interest that has a significant research component. See suggested list of courses on page 103 under *International Studies*.

†In addition to the required courses, students select 8 credits from courses with an interna-



tional peace emphasis. Many of these courses may be found in the list of international studies courses. However, the student should consult the class schedule each term for special peace-related offerings in the sciences, humanities, and other disciplines. Examples include courses on nuclear technology, energy, the environment in the sciences, the history of peace movements, and the literature of great thinkers or practitioners of peace in the humanities. Elective courses must be approved by the international studies coordinator.

## Latin American Studies

Taylor 113

541-552-6650

Karen Sundwick, Coordinator

This interdisciplinary minor encourages students to examine the relationships among the geography, history, economics, politics, and cultures of Latin America. It will be of particular interest to students of international studies, Spanish, education, business, and the social sciences.

### Requirements for the Minor

A minimum of 24 credits in at least three social science disciplines.

Geography of Latin America (Geog 330) ..... 4  
History Sequence: History of Latin America  
(Hst 351, 352) or Mexico (Hst 464, 465) ..... 8

Select 12 credits of upper division work from the following, with consent of program advisor:  
Cultures of the World (Latin American topic only)  
(Anth 319) ..... 4

Introduction to the International  
Economy (Ec 320 or IS 320) ..... 4  
Economic Development (Ec 379) ..... 4  
Latin American Women (Hst 335) ..... 4  
Topics in Latin American History (Hst 485) ..... 4  
Contemporary Issues in Native  
North America (Soc 338) ..... 4  
Sociology of Globalization (Soc 345) ..... 4

Note: Appropriate 399, 405, 407 courses in economics, sociology, anthropology, political science, or other courses may be substituted with advisor consent.

## Native American Studies

Taylor 018B

541-552-6751

David West, Coordinator

The minor in Native American studies emphasizes the culture, history, art, and literature of the indigenous peoples of the United States and Canada.

### Requirements for the Minor

1. A minimum of 24 credits, 15 of which must be upper division and 4 must be practicum.
2. Choose from among the following courses with a Native American subject focus (16–20 credits):  
Introduction to Native American  
Studies (NAS 268) ..... 4  
Introduction to Intertribal Dance (NAS 270) ..4  
Native American Topics:  
Historical (NAS 368) ..... 4

Seminar: Native American

Culture (NAS 407/507 or Ed 407/507) ..... 2  
Native American Psychology (Psy 489) ..... 4  
Native American Topics:  
Contemporary (NAS 468) ..... 4  
Pacific Cultures (Anth 317) ..... 4  
Native North America (Anth 318) ..... 4  
Native North America:  
Special Studies (Anth 334) ..... 4  
Archaeology Field School (Anth 375) ..... 4  
Cultural Resource Management (Anth 462) ..4  
Cultural Rights (Anth 464) ..... 4  
Contemporary Issues in Native  
North America (Soc 338) ..... 4  
Introduction to Native North  
American Art (ArtH 199) ..... 4  
Native American Narratives, Fiction,  
and Poetry (Eng 240) ..... 4  
Native American Myth and  
Culture (Eng 239) ..... 4  
Major Forces in Literature (Eng 447)\* ..... 4  
Major Figures in Literature (Eng 448)\* ..... 4  
Ethnobotany and Cross-Cultural  
Communication (Bi 384) ..... 3  
Native American History (Hst 383) ..... 4  
Oral History Methods (Hst 412) ..... 4  
\*Applicable to the minor when Native  
American authors are featured.

3. Synthesis (4–8 credits) and Practicum (minimum 4 accumulated credits). Choose from a combination of:

Practicum (NAS 209) ..... 2–4  
Practicum (NAS 309) ..... 2–6  
Practicum (NAS 409) ..... 2–8

## Native American Studies Courses

### LOWER DIVISION COURSES

#### NAS 209 Practicum

Credits to be arranged

#### NAS 268 Introduction to Native American Studies

4 credits

Introduces the indigenous peoples of North America through history, art, music, culture, literature, and oral tradition. Focuses on creation through the prophecy period. Provides a foundation for other course offerings. Incorporates experiential learning through attendance at Native American events.

#### NAS 270 Introduction to Intertribal Dance

4 credits

Provides an overview of the powwow and its basic structure, protocol, and key participants. Discusses traditional and contemporary concepts, as well as how they are related to the dancer, community, and Indian country. A daily dance class applies relevant teachings and concepts of intertribal and social dances. Enhances student understanding, participation, and respect for the powwow and Native America.

### UPPER DIVISION COURSES

#### NAS 309 Practicum

Credits to be arranged

#### NAS 368 Native American Topics: Historical

4 credits

Uses Native voices to examine the historical period and prophecy to 1890. Presents mate-

rial from the perspective of the indigenous peoples relative to the foretold coming of a new people, colonization, and westward expansion. Examines the impact upon Native life relative to federal and state policies, land acquisition and treaties, removals, reservation and boarding school development, and the major changes in the lifestyles and culture of Native America. NAS 268 recommended.

#### NAS 407/507 Seminar

1 to 4 credits

(Cross-listed with Ed 407/507.)

#### NAS 409 Practicum

2 to 8 credits

#### NAS 468 Native American Topics:

##### Contemporary

4 credits

Progresses from 1890 to contemporary times. Examines Native American culture, history, art, literature, music, and dance. Explores correlated applications of Native wisdom and knowledge to the student's major program of study. Promotes the concept of inclusion by bridging cultures to eliminate stereotypical imaging. NAS 268 and 368 recommended.

## Shakespeare Studies

Britt 125

541-552-6904

Alan Armstrong, Director

The interdisciplinary field of Shakespeare studies connects the playwright and his works with the culture of Elizabethan and Jacobean England in such realms as art and architecture, music and dance, theatrical performance, religion, science, and political and social history. The program studies the performance of Shakespeare's plays and their cultural impact during the past 400 years. The Shakespeare studies minor at SOU is supported by the special resources of the Oregon Shakespeare Festival (OSF), the Margery Bailey Renaissance Collection, and the Center for Shakespeare studies.

### Requirements for the Minor

A minimum of 27 credits of approved courses.

#### Required Courses

Shakespeare (Eng 201 or 202) ..... 4  
English History (Hst 305) ..... 4  
Studies in Shakespeare (Eng/TA 436) ..... 4  
Introduction to Shakespeare Studies (ShS 236) ..... 4

#### Electives (11 credits)

Choose any three of the following courses:

Italian Renaissance Art (ArtH 431) ..... 4  
Shakespeare (Eng 201 or 202) ..... 4  
Studies in Shakespeare (Eng/TA 436) ..... 4  
Major Figures in Literature (Eng 448) ..... 4  
Topics in Drama (Eng 458) ..... 4  
Shakespeare on Film (Flm/ShS 237) ..... 4  
European Renaissance and Reformation,  
1300–1600 (Hst 318) ..... 4  
History of Music (Mus 360) ..... 3  
Period Styles II (TA 451) ..... 4  
Drama in Western Culture (TA 467) ..... 4

Students who use Eng 201 to fulfill the minor core requirements may use Eng 202 as an elective, and

vice versa. The same principle applies to Eng/TA 436. To count toward the minor, Eng 448/548 and Eng 458/558 must focus on a major figure (e.g., Chaucer, Donne, or Milton) or topic (e.g., Jacobean tragedy) pertinent to the Renaissance.

## Shakespeare Studies Courses

### LOWER DIVISION COURSES

#### ShS 236 Introduction to Shakespeare Studies 4 credits

Surveys the culture that produced Shakespeare and his works through an interdisciplinary focus on two plays from the Oregon Shakespeare Festival repertory, with performances, guest lecturers, and guest artists. Topics include Renaissance art, architecture, music and dance, political and religious institutions, social and economic transformations, science and medicine, travel and discovery, professional theater companies, and Shakespeare's life and work.

#### ShS 237 Shakespeare on Film 4 credits

Analyzes film and television productions and adaptations of Shakespeare's plays from the silent era to the present, focusing on their interpretations of Shakespeare's text and their cinematic art (e.g., directorial technique, camera-work, lighting, costume, and location). Includes such directors as Olivier, Welles, Kurosawa, Zeffirelli, Branagh, and Luhrmann. (Cross-listed with Flm 237.)

#### ShS 299 Special Studies Credits to be arranged

### UPPER DIVISION COURSES

#### ShS 399 Special Studies Credits to be arranged

## Women's Studies

521 S. Mountain, Lower Level  
541-552-6750

Barbara Scott Winkler, Director

The women's studies program emphasizes the teaching and study of women in culture and history. Its major aim is to focus on women as a heterogeneous group that is frequently overlooked by traditional disciplines within the academic community. Students explore women's lives and cultural contributions, as well as the history of feminism and current feminist approaches to social issues. Women's studies also serves as the focal point at SOU for the study of gender (the social process and consequences of being male or female). Women's studies courses examine the numerous ways in which gender shapes both women's and men's experiences throughout life.

Students may minor in women's studies at SOU. The women's studies program also participates as a support area in the school area master's program. Seventeen faculty members representing eleven different departments teach courses for the program. Courses originating in women's studies and department-based courses that are approved as electives for the women's studies minor are listed below.

## Requirements for the Minor

A minimum of 24 credits in approved courses.  
Women in Society: Introduction to  
Women's Studies (WS 201) ..... 4  
Research (projects approved by Women's Studies  
Council) (WS 401) and/or Practicum (WS 409) .. 4  
Gender Issues (Anth 340) ..... 4

Seminar: Women in Development (Anth 407) ..... 4  
Race, Gender, and Ethnicity in Art (ArtH 450) ..... 4  
Gender and Human Communication (Comm 425) .. 4  
Culture, Identity, and  
Communication (Comm 460) ..... 4  
Feminist Rhetorical Theories (Comm 460) ..... 4  
Gender, Race, and Media (Comm 470) ..... 4  
Gender Issues in Economics (Ec 340) ..... 4  
Class, Culture, and Feminism in Victorian  
and Edwardian England (Eng 341) ..... 4  
British Women Writers (Eng 367) ..... 4  
Women Writers in the U.S. (Eng 368) ..... 4  
Chicano Subjectivities and the Intersection  
of Race, Gender, Class, Sexuality, and  
Religion (Eng 447) ..... 4  
Wilde's Worlds: 1880s–1890s (Eng 447) ..... 4  
Nonwestern Literature (Eng 455) ..... 4  
Topics in Women's Writing (Eng 498) ..... 4  
Latin American Women (Hst 335) ..... 4  
Feminism and Philosophy (Phl 425) ..... 4  
Women and Ethics (Phl 426) ..... 4  
Seminar: Women in Politics (PS 407) ..... 3  
Human Sexuality (Psy 369) ..... 4  
Seminar: Feminism as Therapy (Psy 407) ..... 4  
Women and Relationships (Psy 490) ..... 4  
Psychology of Women (Psy 492) ..... 4  
Lesbian and Gay Studies (Psy 495) ..... 4  
Women in Science (Bi 385) ..... 3  
Poverty, Family, and Policy (Soc 304) ..... 4  
Sociology of the Family (Soc 312) ..... 4  
Sociology of Gender Roles (Soc 340) ..... 4  
Gender and Schooling (Soc 407) ..... 4  
Third World Women (Soc 407) ..... 4  
Social Inequality (Soc 434) ..... 4  
International Women's Movements (WS 301) ..... 4  
Contemporary U.S. Women's  
Movements (WS 302) ..... 4

Reading and Conference (WS 405) .....	TBD
Sexual Politics in U.S. History (WS 417) .....	4
Intimate Violence Victim Advocacy Skills (WS 418) .....	4

Note: Other SSc 399 and 407 courses are occasionally offered for women's studies credit.

Courses from the Women's Studies Summer Forum, which is offered through Extended Campus Programs, also count toward credit for the women's studies minor. See the summer course listing or contact the program office for more information.

Students are strongly advised to plan their course of study with the program director. They are also urged to complete an application for minor degree status. Applications are available at the program office.

## Women's Studies Courses

### LOWER DIVISION COURSES

#### WS 201 Women in Society: Introduction to Women's Studies

4 credits

Provides an introductory survey of the concepts, issues, and new scholarship on women and gender in American society. Sources and readings are drawn from different disciplines, including literature, history, philosophy, sociology, psychology, communication, economics, and the arts. Topics may include gender relations in the home and workplace, language and gender, body image, media, sexuality, intimate relationships, the dynamics of patriarchy, diversity and differences among women, the intersection of gender with race and class dynamics, violence against women, feminism, and women's movements. Approved for General Education (Explorations).

### UPPER DIVISION COURSES

#### WS 301 International Women's Movements

4 credits

Examines contemporary feminist movements worldwide. Explores the emergence or reemergence of feminist organizing in the U.S., Eastern and Western Europe, Asia, Latin America, Africa, and the Middle East. Topics include the relationship of religion, race, class, and sexual orientation to conceptualizations of feminism worldwide; women's rights as human rights; economic development, transnational corporations and their impact on women's roles; and sexual rights and reproductive freedom. Prerequisite: Completion of all lower division General Education requirements. Approved for General Education (Synthesis).

#### WS 302 Contemporary U.S. Women's Movements

4 credits

Explores the origins of contemporary feminist movements in the U.S. Examines such controversial topics as pornography, date/acquaintance rape, sexual harassment, abortion, and reproductive rights. Studies the history of femi-

nist social movements, organizations, and the development of feminist social theory. Includes the contributions of feminists of color and lesbian feminists and looks at the ways in which race, class, and sexual orientation affect women's lives.

#### WS 399 Special Studies

Credits to be arranged

#### WS 401 Research

Credits to be arranged

Stresses the development of research and writing skills. Research projects must be approved by the program director and Women's Studies Council.

#### WS 405/505 Reading and Conference

Credits to be arranged

#### WS 407/507 Seminar

4 credits

#### WS 409 Practicum

Credits to be arranged (maximum 15 credits)

Students work in organizations and settings that focus on women's and gender issues. Students analyze this experience using the critical perspectives gained in women's studies courses. Placements are arranged to suit individual interests and career goals and may include social service agencies (on and off campus), women's advocacy programs, political and nonprofit organizations, and mentorship programs with professional women in the area.

#### WS 417/517 Sexual Politics in U.S. History

4 credits

Examines historical changes in and struggles over the meaning, regulation, and politics of sexuality in the United States from the period of settlement to the present. Explores the relationship of gender, race, class, and region to sexual experience and identity. Focuses on the rise of gay, lesbian, and bisexual identity and politics. Also investigates debates over sex education, birth control, prostitution, pornography, AIDS, and the moral panics elicited by these issues. Topics vary each term.

#### WS 418/518 Intimate Violence Victim Advocacy Skills

4 credits

Provides forty hours of advocacy skills training for those interested in working with victims/survivors of sexual assault, domestic violence, stalking, and other forms of sexual and domestic violence. Topics include: understanding the impact of sexual violence on victims/survivors, the social and cultural contexts in which sexual and domestic violence occurs, public policy and laws related to sexual and domestic violence, and the roles and limitations of services from advocates while they assist victims/survivors with law enforcement, the legal system, social services, and medical services. Prerequisites: Instructor consent or successful completion of WS 201.

# Preprofessional Programs

SOU offers a number of programs in cooperation with professional schools in the Oregon University System (OUS) and private schools in Oregon. Some of these schools are terminal programs serving a specific vocational end in themselves, while others provide preprofessional coursework. In some cases, it is advisable for a student to complete a four-year baccalaureate degree program before transferring to the professional school. There are other four-year programs in which students may take undergraduate work at Southern Oregon University, transfer to the appropriate professional school, and, upon completion of the required courses, return to SOU to complete baccalaureate degree requirements.

## Chiropractic Medicine

Dedicated students may complete prechiropractic requirements at SOU in two years, although most students find it advantageous to take three years. First-year courses are listed below. Students should consult the Department of Biology regarding the second and third years of the program.

A doctor of chiropractic is a licensed health care practitioner. Students take a licensing exam at the end of four years of graduate study at a chiropractic college following three to four years of undergraduate education, usually in the sciences. Upon completion of an approved curriculum and substantial practical experience in chiropractic college, the candidates are qualified to take the required examination, which is administered by a state board of chiropractic examiners. Successful candidates are permitted to practice in the state in which they are licensed.

A few states (not Oregon) accept the results of the National Board of Chiropractic Examiners (NBCE) exam in lieu of state exams. Some states do not accept or require the national exams, but have their own. Most states require that applicants pass an oral exam. Graduates should take the licensing exams for all states in which they wish to practice.

The National Board of Chiropractic Examiners certifies competence in the written portion of state board exams, so prospective candidates in some states may not need to take the NBCE examination as a prerequisite to the state exams.

Individual states coordinate the overseeing of practitioners through a governmental agency, which in some states is akin to a Department of Consumer Affairs and may include the State Board of Chiropractic Examiners.

The goal of the chiropractic approach is ongoing health maintenance. Chiropractors and their patients are protected by law. The chiropractic profession is licensed in all states of the U.S. and many foreign countries. Demands for these services are increasing as more people seek out the various health maintenance services provided under the approved chiropractic



program. Chiropractic services are usually covered by health insurance, workers' compensation, and other medical care programs.

After three years, students are well-qualified to enter the competitive, rigorous program of graduate studies at a chiropractic college. By taking one more year of courses, primarily in upper division biology, students can complete an undergraduate degree in biology. Students are encouraged to seriously consider completing a degree program at an undergraduate school. Doing so not only enhances students' credentials and earns them a degree, but it also adds to their knowledge and credibility. Furthermore, students who decide against a chiropractic career or who are prevented from pursuing that goal are left with alternate career options if they have an undergraduate degree.

The first three years of courses at SOU meet requirements for admission to Western States Chiropractic College and most other chiropractic colleges, provided students possess a GPA of 3.0 or better. Because of the increasing competitiveness of these programs, each student should maintain at least a 3.0 GPA to be as desirable a candidate as possible.

Once admitted to chiropractic college, students engage in a rigorous, demanding three to four years of medically oriented courses and competency experiences. In addition to the clinical aspects of diagnosis, neurology, psychology, and internship, there are required courses in anatomy, physiology, embryology, biochemistry, nutrition, pathology, x-rays, physical therapy, chiropractic principles and techniques, and related topics.

Regardless of which chiropractic college students plan to attend, they should request a catalog in advance to ensure they meet the specific requirements. Interested students should inquire about SOU's Articulation Agreement with Los Angeles College of Chiropractic. Currently, there does not appear to be a required entrance examination, either on a national level or at individual schools. Once again, students should consult the college of their choice to make certain no requirements are overlooked.

Principles of Biology (Bi 211, 212, 213).....	12
Mathematics (see advisor) .....	8
General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
University Colloquium (Core 101, 102, 103) .....	12
Total credits .....	47

## Dental Hygiene

The preprofessional dental hygiene program is offered in cooperation with the Oregon Institute of Technology (OIT). Students complete the requirements for the BS degree by spending two years at SOU and, if accepted, two years at the OIT dental school. If they meet the requirements for each school, students also have the option of transferring into associate's degree programs offered by community colleges, as well as the Oregon Institute of Technology. In the associate's degree program, students take their first year or two of classes at SOU.

Dental hygienists are licensed health professionals who work with individuals and groups

to help them prevent and control oral disease. They also assess the health of individuals or groups, plan oral hygiene treatment and education, help people attain better health, review medical and dental histories, take blood pressure and other vital signs, and evaluate the success of oral health promotion and treatment methods. Hygienists examine the neck and mouth for signs of diseases such as cancer of the head or neck, tooth decay, and periodontal (gum) disease. They take x-rays to determine the health of the teeth, gums, and supporting bone. Assessing the oral health of groups may involve individual examinations, but it frequently requires collecting information on the group's health practices and diagnosing the pattern of dental disease within the group. After assessing the individual's or the group's oral health, hygienists decide on preventive practices.

The following are among the many excellent job opportunities in the field of dental hygiene: private dental offices, independent contracting, public and private schools, programs for the disabled, nursing homes, home health agencies, hospitals, industrial settings, and the United States armed forces.

Depending on their goals, dental hygienists spend two to four years in training. Below are the available options as they relate to SOU:

1. Students wishing to spend only two years in school should not attend SOU; instead, they should apply directly to a community or junior college accepting students from high school (e.g., Portland Community College, Lane Community College in Eugene, and Mount Hood Community College in Gresham). After two years of coursework, students are eligible to take state and national examinations for certification. Upon satisfactory completion of these exams, students receive a license in dental hygiene granting them the right to practice this profession.
2. Students planning to spend three years in school should attend SOU for one year and then apply to a two-year dental hygiene program or the Oregon Institute of Technology (OIT) in Klamath Falls. OIT offers a three-year program, with the first year devoted to a general academic background, including human anatomy and physiology, and the next two years dedicated to the dental hygiene curriculum.
3. Students planning to spend four years in school to receive a bachelor's degree should attend SOU for two years and earn a baccalaureate degree at OIT after completing their dental hygiene curriculum. Students are awarded a bachelor of science degree in dental hygiene upon completion of this program. Students may take an additional year of study after completing the dental hygiene curriculum at OIT to earn a bachelor of science degree in allied health (dental hygiene).

### First Year

Survey of Chemistry (Ch 104, 105, 106) .....	12
Mathematics (Mth 95 or 111) .....	4
Human Anatomy and Physiology (Bi 231, 232, 233) .....	12
General Psychology (Psy 201, 202) .....	8
The Sociological Imagination (Soc 204) .....	4
Elementary Microbiology (Bi 214) .....	4
University Colloquium (Core 101, 102, 103) .....	12
Nutrition (HE 325) .....	3
Microcomputer Applications (CS 115) .....	3
Total credits .....	63

## Education

Southern Oregon University offers teacher licensing programs in early childhood, elementary, middle school, and high school education through the Master of Arts in Teaching (MAT) program, and in special education through the Stand-Alone Special Education Program. Each program is at the graduate level and requires a bachelor's degree for admission. Upon completion of the program, students qualify for an initial teaching license and a master's degree.

Undergraduates interested in early childhood or elementary teaching licenses may major in a specific academic subject. These students are advised to consult the School of Education for guidance as they develop their undergraduate course of study to ensure course prerequisites are met. Students who would like a middle school or high school teaching license are advised to major in the specific academic subject they expect to teach. Those interested in special education are urged to contact the School of Education for information regarding an appropriate undergraduate major. Since there are other admission requirements for these programs, students should contact the School of Education for more information.

## Law

Taylor 120A  
541-552-6130  
Paul Pavlich, Advisor

A baccalaureate degree from an accredited college or university is required for admission to most law schools. Students are encouraged to complete the four-year degree program at SOU. A bachelor of arts or bachelor of science degree with a major in one of the general subject matter fields is appropriate.

Students requiring information about prelegal education or who are interested in law school may find the Prelaw Handbook useful. Published annually by the American Bar Association and the Law School Admission Council, the "Official Guide to ABA-Approved Law Schools" contains descriptions of all ABA-accredited law schools in the United States, suggestions about preparation for legal studies, and other helpful prelaw information. The book is available at bookstores or from Law Services, PO Box 2400, 661 Penn Street, Newtown, PA 18940-0978. The Department of Political Science maintains a file of current law school bulletins and other information that may be useful to students seeking admission to law school. For further information about law school or legal careers, contact the prelaw advisor, Paul Pavlich, in the Department of Political Science.

## Medical Technology

Approved schools of medical technology require three years of preparatory courses or a bachelor's degree for admission. The curriculum in medical technology at SOU meets the requirements of the American Society of Clinical Pathologists for admission to clinical studies. Additional courses needed to qualify for clinical licensing and a bachelor's degree are offered at Oregon Health & Science University and are subject to competitive admission.

The following first-year curriculum is suggested. For additional coursework suggestions, consult the Department of Biology.

### First Year

University Colloquium (Core 101, 102, 103) .....	12
Mathematics.....	4-12
General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Principles of Biology (Bi 211, 212, 213).....	12
Electives.....	0-5
Total credits .....	43-56

## Medicine and Dentistry

### MEDICINE:

Thomas Keevil (Chemistry), Advisor  
Richard May (Biology), Advisor  
John Sollinger (Biology), Advisor  
Peter Wu (Physics), Advisor

### DENTISTRY:

Thomas Keevil (Chemistry), Advisor  
Chris Oswald (Biology), Advisor

The University offers curricula that prepare students for entrance into medical and dental schools. A bachelor's degree is required for admission to most of these schools. Professional schools accept bachelor's degrees in any regular academic discipline; however, the majority of students major in biology or chemistry.

First-year courses are the same for the medicine and dentistry preprofessional programs.

### First Year

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Principles of Biology (Bi 211, 212, 213).....	12
Mathematics.....	12
University Colloquium (Core 101, 102, 103) .....	12
Total credits .....	51

Courses taken in the second, third, and fourth years should be planned in consultation with the appropriate advisor. Courses commonly required by medical schools include Organic Chemistry, Physics, Calculus, and Psychology. Highly recommended electives include Genetics, Cell Biology, Biochemistry, and Spanish. Students must complete the University General Education requirements and the requirements for a major.

## Occupational Therapy

Occupational therapy provides preventive and rehabilitative services for people whose lives have been disrupted by physical injury, illness, developmental problems such as birth defects, social or psychological difficulties, or the aging process. The goal of occupational therapy is to help clients of all ages prevent, lessen, or overcome disabilities by regaining health, maximizing independence, and performing at an optimal level of functionality. Rather than denoting "professions and careers," the term occupation here refers to the undertaking of daily activities, including self-maintenance, vocation, leisure, and social relationships, all of which occupy a balanced and satisfying life.

**Roles of Occupational Therapists.** Occupational therapists work in partnership with clients and members of the health team (e.g., physicians, physical therapists, vocational counselors, nurses, social workers, speech pathologists, teachers, and other specialists). Motor, sensory, and cognitive skills are evaluated, and clients are encouraged to make the maximum effort to build upon the strengths they possess. Occupational therapists develop individualized treatment programs to help clients accomplish their highest possible level of function.

**Personal Qualifications.** Occupational therapists must be better-than-average students and have an excellent understanding of the biological and behavioral sciences. They must respect and enjoy working with people and have a strong desire to help their clients. They need perseverance, patience, resourcefulness, and adaptability, as each client and situation is unique. They should also be able to cooperate and communicate with other members of the professional health team.

**Employment Opportunities.** According to the U.S. Department of Labor, occupational therapy is one of the fastest growing health care professions. The demand for services created by the growing elderly population, the number of people surviving illness and injury, and the millions of individuals who need assistance coping with disabilities exceeds the supply of skilled occupational therapy practitioners.

**Education.** Occupational therapists must graduate from a professional program that leads to a baccalaureate or master's degree in occupational therapy. Some professional programs accept students for entrance in the junior year, provided they have completed the appropriate credits. Pacific University School of Occupational Therapy is the only school in Oregon to offer a professional occupational therapy program. It is a twenty-nine-month, entry-level program leading to a master's degree. Pacific University requires a bachelor's degree prior to enrollment in the School of Occupational Therapy. SOU's program fulfills prerequisites for most professional programs. However, requirements vary from school to school and change frequently. It is imperative that students obtain the latest information from each college or university they plan to attend after SOU and make the necessary adjustments to their preprofessional curricula. Students should consult the Department of Biology for an advisor as soon as they decide on this career track.

### First Year

University Colloquium (Core 101, 102, 103) .....	12
Elementary Statistics (Mth 243).....	4
Physical Education (PE 180) .....	1
Principles of Biology (Bi 211, 212, 213) or General Biology (Bi 101, 102, 103)* .....	12
General Psychology (Psy 201, 202) .....	8
Microcomputer Applications I (CS 115).....	4
Fundamentals of Physics (Ph 100, 104) .....	4
One advisor-approved course in studio art, applied music, or dance .....	4
Total credits .....	49

\*The Bi 211, 212, 213 sequence better prepares students for the human anatomy and physiology coursework taken during the second year.

## Optometry

Preparation for admission to optometry schools includes successful completion of prescribed coursework and an acceptable score on the nationally administered Optometry Admissions Test (OAT). Enrollment is limited, and admission is competitive at optometry schools, which require a bachelor's degree from an accredited institution before acceptance or at some time early in the course of professional study. The pre-optometry program at SOU is designed to prepare students for admission to the School of Optometry at Pacific University in Forest Grove, Oregon. Because requirements for other schools of optometry are similar, students may prepare for the school of their choice by slightly modifying the courses taken. Contact the Department of Biology as soon as possible for an appointment with the pre-optometry advisor.

Pacific University admits qualified students to their professional optometry program after they complete a minimum of 135 quarter credits, with the understanding that the bachelor's degree must be completed within two years of admission to the professional program. SOU offers a three-year course of study that prepares students for admission to the professional program at Pacific University and allows students to complete the fourth year of the bachelor of science degree in biology by successfully completing the first year of the professional optometry program at Pacific University. The requirements of this joint program are below:

1. Complete all requirements for the biology major, except 8 credits of upper division electives and the capstone. Upper division electives must include Microbiology and Comparative Vertebrate Anatomy.
2. Complete all baccalaureate degree requirements (with the exception of #5 in the *Baccalaureate Degree Requirements* on page 19).
3. Complete additional requirements for acceptance into the professional optometry program at Pacific University (e.g., psychology, math, and writing).
4. Students are awarded the bachelor of science degree in biology upon successful completion of the first year of the professional optometry program at Pacific University and demonstration of this to the SOU registrar.

**SUGGESTED PROGRAM***First Year*

Principles of Biology (Bi 211, 212, 213).....	12
General Chemistry (Ch 201–206) .....	15
University Colloquium (Core 101, 102, 103) .....	12
Mathematics (Mth 243, 251, and 252 or 244) .....	12
Total credits .....	51

*Second Year*

Genetics (Bi 341) .....	4
Cell Biology (Bi 342).....	4
Developmental Biology (Bi 343) or Introductory Ecology (Bi 340) .....	4
Comparative Vertebrate Anatomy (Bi 327) (depends on year offered).....	4
Organic Chemistry (Ch 331, 332, 337, 338) .....	11
General Psychology (Psy 201, 202) .....	8
Technical Writing (Wr 327).....	4
Arts and Letters General Education.....	8
Approved electives .....	0–4
Total credits .....	47–51

*Third Year*

Comparative Animal Physiology (Bi 314) .....	4
Evolution (Bi 446).....	4
Introductory Ecology (Bi 340) or Developmental Biology (Bi 343) .....	4
Comparative Vertebrate Anatomy (Bi 327) (depends on year offered).....	4
Microbiology (Bi 351).....	4
Biology upper division elective .....	4
General Physics (Ph 201, 202, 203 and 224, 225, 226) .....	12
Upper division General Education.....	9–12
Approved electives .....	0–7
Total credits .....	48–55

**Pharmacy**

Science 272

541-552-8172

Hala G. Schepmann (Chemistry), Advisor

The pre-pharmacy program prepares students for admission to an accredited pharmacy school. After completing the pre-pharmacy curriculum at SOU, students transfer to a professional pharmacy school and begin at least three years of professional studies. Students may prepare for advanced degrees or for careers in retail, clinical, hospital, industrial, or administrative pharmacy.

**Program Requirements**

The following SOU courses satisfy the pre-pharmacy requirements to enter Oregon State University's PharmD program. Students interested in attending other pharmacy schools should contact those schools for information about their pre-pharmacy curricula.

**CORE REQUIREMENTS**

General Chemistry and Lab (Ch 201, 202, 203 and 204, 205, 206).....	15
Organic Chemistry and Lab (Ch 334, 335, 336 and 337, 340, 341).....	16
Biochemistry (Ch 451, 452, 453) (may be taken in lieu of Human Anatomy and Physiology).....	9
Principles of Biology and Lab (Bi 211, 212, 213 and 211L, 212L, 213L) .....	12
Microbiology and Lab (Bi 351 and 351L).....	4
Cell Biology (Bi 342).....	4

Human Anatomy and Physiology (Bi 330A, 330B, 330C) (may be taken in lieu of Biochemistry) ...	15
Elementary Statistics (Mth 243).....	4
Calculus I (Mth 251).....	4
General Physics and Lab (Ph 201, 202, 203 and 224, 225, 226) .....	12
General Psychology (Psy 201) .....	4
Principles of Economics (Micro or Macro) (Ec 201 or 202).....	4
First Aid and Safety (HE 252) .....	3
University Colloquium (Core 101, 102, 103) (must be taken by new first-year students).....	12
English Composition I, II and Interpersonal Com- munication (Wr 121, 122 and Comm 125) (trans- fer students may substitute in lieu of Core).....	12

*Suggested First Year Curriculum:*

General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Principles of Biology (Bi 211, 212, 213).....	9
Principles of Biology Lab (Bi 211L, 212L, 213L).....	3
University Colloquium (Core 101, 102, 103) .....	12
General Psychology (Psy 201) .....	4
Principles of Economics (Micro or Macro) (Ec 201 or 202).....	4
Calculus I (Mth 251).....	4
Total credits .....	51

**Physical Therapy**

541-552-6042

Kelly Mason (Health & Physical Education),  
Advisor

Professional schools of physical therapy generally require three to four years of preprofessional college work before admitting a student to the technical portion of training. After completing preprofessional work, students spend eighteen months to three years in the technical portion of the program at one of the approximately 110 professional schools in the United States. Admission to professional schools is competitive, and completion of the preprofessional program does not guarantee acceptance.

The University offers the necessary coursework and practical experience for students to meet the prerequisites of any professional school of physical therapy in the United States.

Approximately 20 percent of SOU students who enter professional physical therapy schools have three years of preprofessional study, and 80 percent complete a bachelor's degree (usually interdisciplinary) before entering a professional school of physical therapy.

Qualified students in physical therapy may apply to one of twelve schools in Washington, California, Utah, New Mexico, and Colorado under the WICHE program. Students studying under such arrangements do not pay out-of-state fees.

*First Year*

University Colloquium (Core 101, 102, 103) .....	12
Principles of Biology (Bi 211, 212, 213).....	12
Mathematics (Mth 112) .....	4
General Psychology (Psy 201, 202) .....	8
Microcomputer Applications I (CS 115).....	4
First Aid and Safety (HE 252) .....	3
Total credits .....	43

**Physician's Assistant**

Science 371

541-552-6796

Kathleen Page (Biology), Advisor

Students at SOU may complete coursework in preparation for application to physician's assistant programs. A bachelor's degree is required for some programs. Required courses include Principles of Biology, General Chemistry, Psychology, Human Anatomy and Physiology, and Microbiology. Recommended electives include Organic Chemistry, Biochemistry, and Statistics.

*First Year*

Principles of Biology (Bi 211, 212, 213).....	12
General Chemistry (Ch 201–206) .....	15
University Colloquium (Core 101, 102, 103) .....	12
General Psychology (Psy 201) .....	4
Elementary Statistics (Mth 243).....	4

**Psychology, Counseling, Social Work, or Human Service**

A bachelor's degree is required for admission to all professional training programs in psychology, social work, counseling, or human service. Professional schools generally accept baccalaureate degrees in any regular academic discipline; many students, however, major in psychology or sociology. Each graduate program provides information about its required undergraduate coursework in its application materials; students should select undergraduate classes with these requirements in mind.

Many students pursue a master's degree in counseling or social work. Both degrees provide the necessary education to take a state licensing examination at the end of a postgraduate supervised experience. Licensed professional counselors and clinical social workers often work in private practice or in public or private agencies and clinics. Typically, counselors are more often involved in psychotherapy with individuals, families, or groups, while social workers are more often involved in case management.

SOU offers a counselor preparation program through the Mental Health Counseling (MHC) option under the Master in Applied Psychology (MAP) program. Undergraduates interested in this specialization are urged to contact the Psychology Department for current MAP admission requirements. Other Oregon universities offer counselor preparation or social work programs.

Becoming a school counselor requires a teaching certificate or training in an educational setting as part of a school counseling master's program. School counselors work in elementary through high school settings, managing assessment and occupational counseling programs and advising students. They often work closely with teachers and referral sources for students and their families. Oregon State University offers such a program.



SOU offers a master's degree with a specialization in human service. Students learn managerial skills; public policy analysis; and program development, implementation, and evaluation skills. Graduates of this program may be employed in regional social service agencies as providers or administrators. Becoming a licensed psychologist requires a doctoral degree in clinical or counseling psychology, postdoctoral supervised experience, and successful completion of state licensing examinations. Licensed psychologists provide a variety of clinical and consulting services in mental health clinics, hospitals, agencies, and private practices. Contact the Psychology Department for current admission requirements.

## Veterinary Medicine

Science 368

541-552-6864

Chris Oswald (Biology), Advisor

Most professional schools of veterinary medicine require students to complete a bachelor's degree before awarding a DVM degree. Students can increase their chances of acceptance by securing a bachelor's degree before entering a professional school.

Most Oregon students interested in veterinary medicine apply to Oregon State University to obtain their doctorate in veterinary medicine. This four-year program includes extensive coursework and clinical rotations.

**High School Preparation.** Students wishing to prepare for the preveterinary medicine program at SOU should take coursework in the following areas during high school: biology, chemistry, physics, mathematics, English, and social science.

**Professional School Admission.** Most students apply at the beginning of their senior year. Many students compete for the limited positions available in professional schools, and only those with excellent academic records are successful at gaining admission.

It is strongly recommended that students take the courses listed below in their first year to avoid delays in completing the degree. Later requirements include organic chemistry, physics, and genetics. Detailed information on courses and other requirements may be found at the Biology Department Web site under the advising section.

### First Year

University Colloquium (Core 101, 102, 103) .....	12
Mathematics (see advisor) .....	8-12
General Chemistry (Ch 201, 202, 203) .....	9
General Chemistry Lab (Ch 204, 205, 206) .....	6
Principles of Biology (Bi 211, 212, 213) .....	12
Total credits .....	47-51

# Special Programs

## Accelerated Baccalaureate Degree Program

541-552-8109 or 541-552-6576

[www.sou.edu/3yeardegree](http://www.sou.edu/3yeardegree)

The Accelerated Baccalaureate Degree Program enables students to customize their academic pursuits based on their individual strengths and goals. The following departments participate in the program: business, chemistry, communication, computer science, criminology and criminal justice, economics, English and writing, foreign languages and literatures, geography, health & physical education, history, international studies, mathematics, and physics.

To complete the program in three years, students average 16 credits a quarter in a focused program that reduces coursework by up to 24 General Education and 21 elective credits. To ensure success in this compressed program of study, students should be self-disciplined, highly motivated, and committed to their major.

The Accelerated Baccalaureate Committee reviews application portfolios and recommends students for this program to the major department. Faculty members from each participating department serve as academic advisors for program participants. Students must begin the Accelerated Baccalaureate Degree Program during their first quarter at the University; they typically submit applications for this program when applying for admission to SOU.

Applicants must have at least a 3.4 cumulative high school GPA, 1150 SAT I score, or 25 ACT score to be considered for the program. Additional information and applications are available on the Web at [www.sou.edu/3yeardegree](http://www.sou.edu/3yeardegree).

## Program Requirements

1. First-year students are required to attend an orientation at the beginning of their first term and three mid-quarter meetings through their first year. Mid-quarter meetings are optional for second- and third-year students.
2. First-year students are required to respond to weekly questions throughout their first year. Student responses are distributed anonymously to the Accelerated Baccalaureate Program Committee and are used for evaluating the program and student progress.
3. Third-year students are required to participate in an exit interview during their last quarter at SOU.
4. All students are required to take 135 to 151 credits. Specific course requirements are determined after extensive reviews of application portfolios. College credits earned prior to admission to the Accelerated Baccalaureate Program (including AP, Advanced Southern Credit, and community college credits) are normally used to determine the credit reduction and may

not also be counted toward the Accelerated Baccalaureate graduate requirements. Therefore, students with several transfer credits are encouraged to explore other options before applying to the Accelerated Baccalaureate program.

5. All students meet regularly with their advisors to develop and maintain a yearly contract that ensures normal progress toward the degree. Students who do not maintain normal progress are required to switch to a 180-credit, four-year degree program.

## ELS Language Centers

Britt 137

541-552-6196

ELS Language Centers at SOU is the oldest private, campus-based intensive English language program in the world. Students at ELS are people whose first language is not English and who wish to improve their English either in preparation for an American college or university experience or for use in a professional atmosphere. ELS provides such additional services as academic advising, housing placement, and real-life experience through its Contact America! program. All English skills are taught in dynamic classes that employ communicative methodology. A multimedia laboratory is available for individual practice in listening comprehension, pronunciation, grammar, and vocabulary.

## ELS Courses

### LOWER DIVISION COURSES

#### ELS 110 Masters Modules

4 credits

Completion of ELS 110 ensures that students can express themselves adequately in the majority of routine school or work requirements. Students will be able to understand connected discourse on a variety of topics, comprehending and using inference, idioms, and colloquialisms in conversations with native speakers. Completion will ensure comprehension of short lectures on academic topics, as well as the ability to synthesize information from a variety of social, academic, and professional sources. Students will be able to read mainstream literature with good understanding, taking detailed notes as needed. They will also be able to summarize, paraphrase, and quote appropriately from oral and written resources. Students will be able to express written opinions and hypotheses with ease. Prerequisite: Completion of ELS 109 or an evaluation of ELS 110 on the ELS placement test.

#### ELS 111 Masters Modules

4 credits

Completion of ELS 111 ensures that students can participate in discussions on a wide range of abstract topics, delivering well-structured presentations on topics of personal, professional, and academic interest. Students will be able to comprehend authentic information with increased ease, such as radio talk shows, debates, and public lectures, while distinguish-

ing between formal and informal speech. They will be able to scan written material for main ideas and supporting details and will be able to comprehend a wide variety of literary and non-literary styles. Students will be able to take notes from lectures and write cohesive reports and papers from notes. Prerequisite: Completion of ELS 110.

### ELS 112 Masters Modules

4 credits

Completion of ELS 112 will ensure that students can satisfy the requirements of a broad variety of everyday, school, and business situations. Completion will ensure that students can discuss personal special interest fields with competence and ease and can support opinions and hypothesize, tailoring their language to the audience or discussing in depth highly abstract and unfamiliar topics. Students will be able to understand the main ideas and nuances of most speech in standard dialect and will be able to follow the essentials of extended discourse in academic and professional settings, lectures, meetings, speeches, and reports. Students will be able to comprehend texts containing hypotheses, argumentation, and opinions that include grammatical patterns and vocabulary ordinarily encountered in academic, professional, and recreational reading. Students will be able to write clearly on practical, social, and professional topics and will be capable of writing most types of informal and formal correspondence, such as memos, social and business letters, short research papers, and business reports in areas of special interest. Students will be able to effectively use a wide variety of rhetorical styles and analyze and synthesize information into a written academic format. All students who complete ELS 112 will have taken the Michigan ELI College English Test (MELI-CET) and the Michigan Listening Comprehension Test (LCT) and will have scored at a level equivalent to or better than TOEFL 520. Prerequisite: Completion of ELS 111.

## Churchill Scholars Honors Program

Taylor 019

541-552-6150

Sandra Coyner, Director

Professors: Prakash Chenjeri (Philosophy), Michael Holstein (Colloquium), Sandra Holstein (English and Writing), Ric Holt (Economics), Sarah Stevens (International Programs)

Each year, fifteen to twenty sophomore students officially take their places as Churchill scholars. The Churchill Honors program affords this select group of students an unusual opportunity to learn in close association with highly capable peers who are equally serious about their college education. The program is designed to provide these students with a strong liberal arts foundation and training in critical thinking and writing.

Each Churchill Scholar embarks on a three-year humanities-based study with a special emphasis on ethics. The sophomore-level curriculum is grounded in literature, philosophy, history, science, and sociology. Juniors gather for honors

seminars focusing on global traditions in ethics. Seniors concentrate on research-based community service projects in their own majors.

A minimum cumulative GPA of 3.0 in all honors and non-honors University work is required for graduation from the program.

### Minor

The minor in interdisciplinary ethics is conferred on all students who complete the full 33-credit program with a minimum GPA of 3.0 in all of their courses.

### Faculty

Many of the program's outstanding professors enjoy national reputations as scholars, writers, and researchers.

### Admission

#### CHURCHILL SCHOLARS HONORS PROGRAM

The Churchill Scholars Honors Program seeks excellent students just entering their sophomore year at Southern Oregon University. The program does not rely on any single academic admission criterion. Equal and careful evaluation is given to each student's motivation, potential, self-discipline, scholarship, industry, and achievement within a broad definition of excellence. Students who have made the most of available opportunities and have pursued academically demanding curricula during high school and their freshman year at SOU have a decided edge, even over those who may have higher GPAs in less-demanding programs.

It is recommended that students complete the Colloquium and at least one or more of the following introductory courses: World Literature (Eng 107, 108), World Civilizations (Hst 110, 111), Introduction to Philosophy (Phl 201), Elementary Logic (Phl 203), and Ethics: Moral Issues (Phl 205). Students are also encouraged to complete the philosophy sequence before entering the senior year of the program.

#### CHURCHILL SCHOLARS ASSOCIATES PROGRAM

The number of Churchill Associates accepted into the program is limited. Recommended by faculty, these well-qualified students join honors classes after their sophomore year.

## Churchill Honors Program Curriculum

### YEAR I

#### Sophomore Seminar: Ethical Systems in the West

12 credits

Each of the courses in this sequence is designed to instill students with an ability to identify ethical issues. Students develop the capacity to arrive at informed and reasoned judgments. In fall, the seminar focuses on the historical development of moral thought in the West (The Ancient World); in winter, it addresses the ethical dilemmas raised by social and political institutions (The Rise of the Individual: Renaissance and Enlightenment Periods); and in spring, the seminar explores contemporary ethical problems associated with the sciences, social sciences, and humanities (The Modern World).

### YEAR II

#### Junior Seminar: Global Ethics

9 credits

The second-year curriculum provides an ethical counterpoint to the systems of the West studied in Year I. Focuses on established voices of ethical thought and alternative philosophies from India, China, and the Islamic world. Fall term begins with An Indian View of Ethics: Tradition and Revolution. The winter term focuses on ethics in Confucianism, Taoism, and Buddhism. Analysis of Islamic Ethics: History and Culture occupies spring term.

### YEAR III

#### Senior Seminar: Community Ethics

9 credits

Third-year courses are based on the following: independent study, mentored or directed research, community-based topics, collaborative work, and a yearlong guided research/community service project. Students use the knowledge of ethics traditions acquired during the previous two years of coursework to complete a project based on their own interests. The seminar involves a yearlong research/community service project coordinated and mentored by faculty in collaboration with individuals from the southern Oregon community.

## Honors Courses

### LOWER DIVISION COURSES

#### Ho 199 Special Studies

Credits to be arranged

#### Ho 291 Seminar: The Ancient World

4 credits

Introduces the beginnings of ethical dialogue in the Western world through selected Greek dramatists, philosophers, and Judeo-Christian scriptures. Students read contemporary works that comment on, dramatize, or extend concepts found in the classical texts. Readings are supplemented by films, creative activities, and lectures by visiting scholars. Approved for General Education (Explorations).

#### Ho 292 Seminar: The Rise of the Individual—Renaissance and Enlightenment Periods

4 credits

Considers the ethical questions raised when the individual is first emancipated from the benevolence and tyranny of the state, bringing about the fragmentation of political power, the growth of the middle class, the intermingling of diverse cultures, volatile discoveries in science, the humanist backlash, and the emergence of pragmatism. Approved for General Education (Explorations).

#### Ho 293 Seminar: The Modern World

4 credits

Explores ethics in the modern West. Discusses deontological ethics and obedience to authority, challenges to the political order, the decline of absolutism, expansion of the franchise, and ethics as an individual choice in the context of twentieth-century upheavals. Approved for General Education (Explorations).

## UPPER DIVISION COURSES

**Ho 391 Seminar: An Indian View of Ethics: Tradition and Revolution**

4 credits

Examines the nature of ethics in the Indian tradition, including Hindu and non-Hindu systems such as Buddhism and Jainism. The study begins with the Vedas and forest dialogues of the Upanishads, traverses various orthodox and heterodox schools, and culminates in a look at contemporary Indian society and ethical debate.

**Ho 392 Seminar: Ethics in Confucianism, Taoism, and Buddhism**

3 credits

Considers the major philosophies indigenous to China (Confucianism, Legalism, and Taoism), as well as the major imported religious tradition (Buddhism). These ethical traditions are considered within historical contexts: How did they change over time? In what ways did they influence each other? How did they work in practice? In what ways may they be seen as shaping elite culture? What impact did they have on folk culture? To what extent do they remain influential today? Readings are drawn from these philosophical and religious traditions and from elite literature and folktales.

**Ho 393 Seminar: Islamic Ethics—History and Culture**

3 credits

Concentrates on textual analysis of the Qu'ran and Hadith, the ultimate sources of Islamic ethics. Emphasizes concepts such as *adl* (justice), *zakat* (alms tax), and *ulul-amr* (holders of authority). After discussion of these and other related concepts of Islamic ethical traditions, students analyze their uses in different historical and cultural contexts. Through analysis of the Islamic texts, students make continuous historical, ideological, and cultural interpretations of Islam and Islamic societies. Emphasizes the Islamic Middle East, North Africa, and South Asia.

**Ho 407 Seminar**

Credits to be arranged

**Ho 491 Seminar: Contemporary Ethical Issues I**

3 credits

During fall term, students explore current ethical issues in the larger community and the ways these issues are addressed by professionals in the field. In the process, they select and research a collaborative project topic, which is linked to a community or faculty mentor. Students develop a project timeline for the remainder of the year. They also arrange mentor-led seminar sessions. Readings and discussion of contemporary ethical theory and practice complement work on the projects.

**Ho 492 Seminar: Contemporary Ethical Issues II**

3 credits

The winter term seminar allows more time for students and community or faculty mentors to collaborate on compiling, organizing, and refining each project. In Years I and II, the students, faculty, and Year III mentors attend a student-led discussion of ethical issues raised by each project. The outcome of this process is a final draft of the project. Continues readings and discussion of contemporary ethical theory and practice.

**Ho 493 Seminar: Contemporary Ethical Issues III**

3 credits

During spring term, students formally present their project results to the program's faculty and students, as well as the southern Oregon community. Publication of project outcomes in the form of articles, brochures, videotapes, or manuals is strongly encouraged. Students also work with Year II students to prepare them for entrance into Year III of the program.

**Degree Completion Programs**

SOU offers several degree completion programs for people who have already completed approximately two years of college or an associate of arts degree. Classes are scheduled in the evenings and on weekends in Medford and Ashland, and some are available online. Students who have completed approximately two years of college may earn their degree in approximately three years by taking two classes a term. However, the length of the program varies with each individual, depending on prior coursework and employment demands on time. Available programs include the Business Degree Completion Program (page 37) and the Human Service Degree Completion Program (page 123).

**Library and Information Science**

Hannon Library 136

541-552-6850

Deborah Hollens, Chair

Professors: Connie Anderson,

Sue A. Burkholder, Mary Jane

Cedar Face, Deborah Hollens,

Teresa Montgomery, James Rible

Associate Professor: Dale Vidmar

Assistant Professors: Kate Cleland-Sipfle,

Emily Miller-Francisco

The Library and Information Science Department (LIS) is a sub-unit of the SOU Hannon Library. LIS occasionally offers courses on library and Internet resources, research, and related topics.

Library and Information Science supports the instructional mission of the University. LIS faculty teach classes created for specific courses in collaboration with faculty from the disciplines. Each session is designed to teach students to think critically, to develop knowledge of the literature in a field, and to use information responsibly and effectively.

**Library/Information Science Courses**

## LOWER DIVISION COURSES

**LIS 199 Special Studies**

Credits to be arranged

## UPPER DIVISION COURSES

**LIS 399 Special Studies**

Credits to be arranged

**LIS 405/505 Reading and Conference**

Credits to be arranged

Instructor consent required.

**LIS 407/507 Seminar**

Credits to be arranged

**LIS 408/508 Workshop**

Credits to be arranged

**LIS 409/509 Practicum**

Credits to be arranged

**Ronald E. McNair Post Baccalaureate Achievement Program**

Taylor 125

541-552-8310

mcnair@sou.edu

The Ronald E. McNair Post Baccalaureate Achievement Program is a federally funded TRIO program that offers assistance for eligible undergraduate students who are planning to obtain a doctoral degree. The McNair program provides a range of services, including specialized seminars and workshops designed to enhance acceptance into doctoral programs, assistance in locating and applying for funding for doctoral programs, preparatory training for taking the Graduate Record Examination (GRE), and academic support to increase the student's potential for post baccalaureate achievement. Along with access to tutors and research-related supplies, scholars receive financial support for travel to conferences, symposiums, and meetings.

The McNair program provides a computer lab in which program scholars can sharpen their skills and receive one-on-one training. The McNair program maintains a special library of publications and university catalogs. During the summer, selected scholars participate in an eight-week research internship program, for which they receive a federal stipend. Participating scholars have the opportunity to present the results of their research at a campus symposium and submit their research article for publication.

During the SOU McNair program, student scholars work closely with the program director and a faculty mentor from their academic major. Program participants create a detailed academic plan of study and receive quarterly evaluations to ensure that their progress is unimpeded.

**General Program Requirements**

1. Students applying for the program must be currently enrolled at SOU at either the junior or senior level with a GPA of 2.75 or greater.
2. Students must be either potential first-generation college graduates who meet federal guidelines for low-income individuals, OR members of groups traditionally underrepresented in graduate education (Latinos, African Americans, or Native Americans).
3. Students must be planning to obtain a doctoral degree.



## Military Science

364 Stadium St.

541-552-6309

541-552-6409

Professor: Lieutenant Colonel Todd A. Plimpton

Instructors: Captain Travis Lee, Sergeant First

Class Scott Irving

A regular instructional division of the University, the Military Science program offers four years of upper and lower division military science courses to all students who meet course prerequisites. They are fully accredited and applicable as electives for fulfilling baccalaureate degree requirements. A minor in military science is also available. The department offers the Guard Officer Leadership Detachment (GOLD) program, which replaces ROTC on this campus. Successful completion of the GOLD program leads to commissioning as a second lieutenant in the Oregon Army National Guard.

### Basic Course

#### Introduction Phase

The Basic Course is composed of 100- and 200-level lower division courses. It is usually taken during the freshman and sophomore years and is open to any student enrolled at SOU. Participation in this course is voluntary and requires no military commitment. Instruction is oriented toward outdoor training and classroom activities that give students insight into military service, basic soldier skills, and leadership.

### Advanced Course

#### Precommissioning Phase

The Advanced Course is a two-year precommissioning phase integrating classroom instruction, military training, and practical experience to progressively develop leadership skills, qualities, and character. Following their sophomore year, students enroll in the state's Officer Candidate School (OCS) at the Oregon Military Academy. Students train with their OCS class for two weeks during two summers. During the junior and senior years, leadership development occurs in 300- and 400-level upper division military science and Army Physical Fitness (PE 180) classes.

### Eligibility

To be accepted into the Advanced Course, candidates must: (1) be between eighteen and thirty years old; (2) be a U.S. citizen; (3) be a member of the Army National Guard; (4) be in good health as shown by a current Quad physical; (5) have an Army GT score of 110+ and an Officer Selection Battery score of 90+; and (6) be of good moral character and behavior. Although participation in the Basic Course is not a prerequisite for the Advanced Course, it is encouraged.

### Educational Benefits

Several educational benefits are available to students once they join the Army National Guard and participate in the GOLD program. These include scholarships under the Montgomery GI Bill, the Oregon Army National Guard Tuition

Waiver, and Tuition Assistance. Interested students should contact the Military Science program for details.

### Commissioning

In addition to the GOLD program requirements, students must meet all guidelines for a baccalaureate degree if they are seeking a commission. These requirements are outlined in the *Baccalaureate Degree Requirements* section on page 19 and include the completion of General Education and academic major requirements. When the Advanced Course is successfully completed and students receive their baccalaureate degree, they are commissioned as second lieutenants in the Oregon Army National Guard.

### Minor

#### GOLD Program Requirements

##### BASIC COURSE (FRESHMAN)

Adventure Training I (MS 111).....	1
Role of the Army (MS 112).....	1
Adventure Training II (MS 113) .....	1

##### BASIC COURSE (SOPHOMORE)

Land Navigation (MS 211).....	2
Leadership and Management (MS 212).....	2
Basic Military Skills (MS 213).....	2
OCS Phase I (MS 295) (summer).....	2

##### ADVANCED COURSE (JUNIOR)

Military Leadership (MS 311).....	3
Military Law and Administration (MS 312).....	3
Small Unit Tactics (MS 313) .....	3
Physical Education (PE 180) (three terms, 1 credit each term).....	3
OCS Phase III (MS 395) (summer) .....	2

##### ADVANCED COURSE (SENIOR)

Army Training Management (MS 411).....	3
Military Justice System (MS 412).....	3
Personal Affairs and Career Development (MS 413).....	3
Physical Education (PE 180) (three terms, 1 credit each term).....	3
Practical Field Experience (MS 419) .....	2

### Military Science Courses

#### LOWER DIVISION COURSES

##### MS 111 Adventure Training I

1 credit

Offers an examination and practical application of the fundamentals of safety, manipulation, marksmanship, mechanical operation, and modern firearm storage. Includes mandatory, off-campus field trips.

##### MS 112 Role of the Army

1 credit

Studies the total Army and its concept and role in society. Examines the mission, organization, personnel, and history of the Active Components of the Army and Army National Guard and Reserve.

##### MS 113 Adventure Training II

1 credit

Examines the practical application of whitewater rafting, orienteering, rappelling, and first aid. Includes mandatory, off-campus field trips.

##### MS 211 Land Navigation

2 credits

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

##### MS 212 Leadership and Management

2 credits

Studies the characteristics and methods of successful leadership. Includes building trust and cooperation, communication, personal motivation, and stress and time management.

##### MS 213 Basic Military Skills

2 credits

Introduces basic military skills in first aid; radio and wire communications; nuclear, biological, and chemical (NBC) defense; and weapons employment and operation. Mandatory for Officer Candidate School (OCS) enrollment.

##### MS 295 OCS Phase I

2 credits

Offers an intensive two-week precommissioning training. Oriented toward leader development and individual/small-unit training in a physically and mentally rigorous environment. Evaluates individual proficiency in land navigation and communication skills. Provides practical experience in a variety of leadership positions. Located at a military post. Prerequisite: Approval of the 186th Army GOLD.

#### UPPER DIVISION COURSES

##### MS 311 Military Leadership

3 credits

Studies Army Command and Control and small unit leadership fundamentals. Examines the junior officer's role and responsibilities in the leadership process. Addresses topics such as professional ethics, soldier/team development, and Army written and oral communication skills.

##### MS 312 Military Law and Administration

3 credits

Explores military law, army personnel management, and army logistics and supply. Focuses on the junior officer's role and responsibilities in military law, officer and enlisted personnel management, resource management, and service support.

##### MS 313 Small Unit Tactics

3 credits

Examines the fundamentals, techniques, and procedures of light infantry squad and platoon tactics. Develops leadership skills in planning, organizing, and conducting small-unit operations.

##### MS 395 OCS Phase III

2 credits

Provides an intensive two-week precommissioning training oriented toward squad and platoon tactical training in a field environment. Students plan, organize, and conduct small unit operations and train in a variety of leadership positions. Located at Ft. Lewis, Washington. Prerequisites: MS 295, 311, 312, and 313.

**MS 411 Army Training Management**

3 credits

Explores the Army's training philosophy and the Army Training System. Focuses on the junior officer's roles and responsibilities in the process of battle focus-planning, establishing unit training programs, and executing military instruction.

**MS 412 Military Justice System**

3 credits

Examines military justice, from nonjudicial punishment to the military court-martial. Introduces practical exercises to prepare junior officers for their roles in the military justice system.

**MS 413 Personal Affairs and Career Development**

3 credits

Provides an in-depth examination of the Second Lieutenant's role in the total Army and preparation for officer commissioning in the Army National Guard. Offers critical information on such topics as officer specialty selection, unit assignment, pay and benefits, training status and attendance, call-ups and mobilization, career planning, professional development, balancing personal/family life, civilian employment, and military service. Designed to enable a successful transition to civil-military life.

**MS 419 Practical Field Experience**

2 credits

A practicum course intended to provide practical exposure to the fields of Army administration and Army supply procedures. Designed by the instructor and the student to meet individual interests. Up to two hours of work is required a week for each hour of credit. Prerequisite: Instructor consent.

**Study Abroad Programs**

Stevenson Union

541-552-6336

The need for global vision and international competence has never been greater. SOU encourages its students to become responsible global citizens and to actively engage with the world. One of the best ways to do this is to enroll in a study abroad program or an international internship. Such international activities can be easily worked into the SOU academic program. All programs are open to sophomores and above. Financial aid applies to all programs. SOU has a selection of more than thirty-five study programs in twenty countries.

**Argentina**

ROSARIO, UNIVERSIDAD NACIONAL

Students explore a nation of contrasts, from the lush tropical forests in the north to the Antarctic in the south. Study in English at the Universidad Nacional de Rosario in a program tailored for students from the Northwest. Students study Spanish and choose from a range of courses on Argentinean history and culture. This program frequently offers business courses. No Spanish language prerequisite. Available fall and spring quarters.

**Australia**

MELBOURNE, DEAKIN UNIVERSITY

Students explore virtually all fields at one of three Deakin campuses in the Melbourne region. This one-semester program is taken either February through June, July through November, or for the full academic year. Live in Deakin's dormitories or share a room with an Australian student. Possible courses include Aboriginal Archaeology, Australian Literature, and Modern Australia. Courses to satisfy most majors are also available.

CANBERRA, AUSTRALIAN NATIONAL UNIVERSITY

Explore most majors at this university down-under. This program is for fall semester (July through November) or spring semester (February through June). Also offered as winter term intensive, where students can spend winter term soaking up the sun during Australia's summer season. Provides an in-depth study of Australian culture, including history, economy, the environment, and indigenous peoples.

PERTH, CURTIN UNIVERSITY OF TECHNOLOGY

Students spend a semester studying at a comprehensive university that offers business, sciences, health sciences, humanities, and a school of resources and the environment. Perth is the capital of Western Australia, on Swan River. Offered fall and spring semesters and as a summer program.

**Austria**

VIENNA, NCSA PROGRAM

Students spend a term studying European culture in Vienna, grand capital of the former Hapsburg Empire. This program has no language prerequisite. Participants live in shared apartments near the city center, take all coursework in English, and study the German language at all levels. Course options include Global Problem Solving: The Role of International Organizations; Vienna at the Turn of the Century; and Baroque Vienna: Music and Art.

**Chile**

VALDIVIA, UNIVERSIDAD AUSTRAL

Students study in a spectacular southern Chile setting in an affordable program designed for U.S. students. Open to students with two years of college-level Spanish. Students learn the Spanish language and select from an array of courses in Chilean culture and society. Housing is available in a boarding house or with a local family. Offered fall and spring terms.

**China**

BEIJING, CENTRAL INSTITUTE FOR NATIONALITIES

Located at Beijing's Central Institute for Nationalities, this program emphasizes Chinese language and culture. Includes a two-week study tour of a minority region in China. While courses are taught in English, students also study Chinese intensively. One year of college-level Chinese is required. Coursework may include Chinese Language and Chinese National Minorities. Offered fall and spring semesters and as a full academic year.

**Denmark**

COPENHAGEN, COPENHAGEN BUSINESS SCHOOL

A business program for upper division business majors, this program has no language prerequisite and is taught entirely in English. Coursework consists of international business courses, in addition to intercultural communication, languages, law, and public policy. Students may live in homestays, apartments, or residence halls. Offered fall and spring semesters, as a full academic year, and as a summer program.

**Galapagos Islands**

GALAPAGOS ACADEMIC INSTITUTE

Perfect for the environmental studies major, this semester-long program takes place on the Galapagos Islands. Courses include Evolutionary Biology, Native and Introduced Plants of the Galapagos, Marine Life of the Galapagos, and Human Ecology and Maritime Communities. Students may also perform community service focused on conservation and sustainable development. Open to science majors only and available for fall or spring semesters.

**Ecuador**

QUITO, PONTIFICA UNIVERSIDAD CATÓLICA DEL ECUADOR

Two years of college-level Spanish are required for this one- or two-semester program in Quito at a private university of approximately 7,000 students. Coursework is in Spanish. Courses span most fields and include Spanish language courses, as well as Introduction to Ecuador, Ecuadorean Cultural Anthropology, and U.S.-Latin American Relations.

QUITO, UNIVERSIDAD SAN FRANCISCO DE QUITO

Students study for one or two semesters at a small private university that offers liberal arts courses in Spanish. Requires two years of college-level Spanish. Coursework includes Spanish language courses, along with Ecuadorean History and Social Institutions of Ecuador.

**England**

WINCHESTER, UNIVERSITY COLLEGE WINCHESTER

Similar in size to SOU, this liberal arts college is located in historic Winchester, an hour by train from London. Students enjoy private rooms in UCW's residence halls and select from coursework in the social sciences, sciences, and humanities. The college is on a semester system. Typical courses include Britain Today, Archaeology of Ancient Britain, and Introduction to British Theatre. Offered fall semester and February through June (winter and spring) with a low-cost direct exchange option each fall.

LONDON, NCSA PROGRAM

SOU students study with fellow students from the Pacific Northwest in the center of London, just blocks from the British Museum. They live with an English family and take courses taught by British and U.S. professors. Courses include London Theatre, Modern Britain, and Victorian Art and Architecture. Offered fall, winter, and spring quarters, with special internships available winter and spring. A summer program is also available.

## France

### POITIERS UNIVERSITÉ DE POITIERS

Oregon students participating in this yearlong program need two years of college French to qualify. A broad range of coursework is available in French language and culture and in most other fields. Typical courses include French Composition and Conversation, French Literature, and Sociology.

### LYON, LYON UNIVERSITIES

This yearlong program for Oregon students is based at one of four national universities in cosmopolitan Lyon. France's second largest city, Lyon is a modern, bustling town with a history extending to pre-Roman times. Its universities provide study in virtually every field (language skills permitting), with strong offerings in the sciences, technical fields, and liberal arts. Requires two years of college-level French. Typical courses include French Composition and Conversation, History of France, and Contemporary French Politics.

### ANGERS, NCSA PROGRAM

Located at L'Université Catholique de L'Ouest in the heart of historic Angers, this quarter-long program is accessible to most students since it requires only one term of prior study of French. Students live with a French family, study French language and culture intensively, and enjoy a range of excursions as part of this exciting program. Typical coursework includes French Language, French Impressionist Art, Politics and French Culture, and Modern France. Offered fall, winter, and spring quarters and in month-long (up to three months) language-intensive programs in the summer.

## Germany

### BADEN-WÜRTTEMBERG UNIVERSITIES (HEIDELBERG, KONSTANZ, FREIBURG, AND OTHERS)

Participants need two years of college-level German as preparation for this yearlong program at any of nine major universities in the German state of Baden-Württemberg. Virtually all fields of study are possible, with typical courses including German, British Novel, and Introduction to Music.

### HOCHSCHULE HARZ

This is a one- or two-semester program for business students at SOU's new partner university, Hochschule Harz, located in historic Wernigerode in the Harz mountain region of the former East Germany. Participants take coursework in English on a variety of business topics. Courses may include German Marketing Theory, Practice and Management in the European Union, and German language courses taught at beginning, intermediate, and advanced levels. Offered fall and spring semesters and as a special summer program.

### TÜBINGEN, SPRING INTENSIVE PROGRAM

This is a language-intensive, semester-length program for Oregon students at Tübingen, one of Germany's oldest universities. Participants must have taken two terms of college-level German and will acquire up to 21 additional credits

in German language and culture. Coursework includes GL 103 and the GL 201–203 sequence. Offered spring quarter.

## Ghana

### ACCRA, UNIVERSITY OF GHANA

This exciting opportunity introduces SOU students to Africa in Ghana, a stable West African nation with citizens who are open, friendly, and welcoming to Western visitors. Ghana is a beautiful tropical country with a stable, developing economy and a strong university tradition. Students are directly enrolled alongside Ghanaian students at the University of Ghana. They select from a wide array of courses in most majors, all taught in English. Housing is in dormitories. Offered winter and spring terms.

## Greece

### ATHENS, NCSA PROGRAM

This is a term-long program in Athens, cultural center of both ancient and modern Greece. This program has no language prerequisite. Participants live in shared apartments near the city center and take all coursework in English. They study Greek language at all levels, from beginner to advanced (AL 199 or 399). Courses include Monuments of Greece (Art 399), Modern Greek Literature (Eng 399), and Byzantine History and Politics (Hst 399). Offered fall and spring terms. Students also have the opportunity to spend a summer on the island of Spetses, located a few hours from Athens on the Saronic Gulf. Students enjoy lush green hillsides, jasmine gardens, and neoclassical architecture while studying art, poetry, or theater on location. Offered in month-long intensive summer sessions.

### KEFALONIA, NCSA PROGRAM

Focusing on sustainable community development, this program takes place on the island of Kefalonia, the largest of the Ionian Islands off the coast of Greece. Students engage in experiential, project-based learning about topics in environmental studies, social anthropology, sustainable tourism, economic development, and Greek language and culture. Available during fall and spring terms for upper division undergraduate and graduate students.

## Ireland

### DUBLIN, NCSA PROGRAM

Students spend five weeks in Dublin during the summer, earning 8 SOU credits for coursework in Irish history, literature, and culture. Housing is provided by local homestay families. Excursions to cultural and historical sights make this a great introduction to one of Europe's most vibrant societies. Term- and yearlong programs are being planned. Inquire about these at the International Programs Office.

## Italy

### SIENA, NCSA PROGRAM

This popular quarter-long program at the NCSA study center in Siena has no language requirement. Students engage in an intensive study of Italian language (AL 199) at the Università per

Stranieri. Other courses taught by U.S. and Italian instructors focus on the history and culture of Italy. Examples include *The Tuscan Illustrated Journal* (Art 399) and Music from Mussolini to Madonna (Mus 399). Housing is with homestay families or in apartments shared with American and international students. Offered fall, winter, and spring quarters. A summer program is available.

### MACERATA, NCSA PROGRAM

This is a quarter-long program located in the ancient Roman town of Macerata, near the Adriatic Sea. Courses are taught in English, and there is no foreign language requirement. Offers the Italian Language (AL 199) at various levels, along with a good selection of courses in Italian culture and history. Examples include Modern Italy (Hst 399), Romanesque and Renaissance Art in Italy (Art 399), and Film and Society (Comm 399). The studio art course in painting is a popular option each quarter. Offered fall and winter quarters.

## Japan

### OKAYAMA, OKAYAMA UNIVERSITY

Students spend a semester in Okayama University's EPOK exchange program, designed for U.S. students wishing to know more about Japan and Japanese society. One year of college-level Japanese is recommended. Coursework is available in a variety of areas, including social science, arts and letters, business, and science, in addition to the Japanese language. Offered fall and spring quarters and for the full academic year. Taught in English.

### TOKYO, MEJIRO UNIVERSITY

Spend a semester or a year studying at this beautiful private university in Tokyo. Coursework includes Japanese language and a range of subjects in Japanese studies. Offered fall quarter and for the full academic year. Taught in English.

### TOKYO, WASEDA UNIVERSITY

Japan's premier private university offers an academic program with coursework in English, along with study of the Japanese language. One prior year of Japanese language study is required. Possible topics include Japanese language at various levels and a range of subjects in the humanities and social sciences, such as Japanese History, Art History, and Geography of Japan. Offered fall term, fall and spring semesters, and for a full academic year.

### TOKYO, AOYAMA GAKUIN UNIVERSITY

Beginning in April and ending in February, this academic yearlong program conforms to Japan's academic year. With emphases on economics, politics, and business, coursework is offered in English and Japanese to those who qualify. One year of college-level Japanese is required. Coursework includes Japanese language, International Management, and Comparative Political Systems.



**TOKYO, TOKYO INTERNATIONAL UNIVERSITY**

For this semester-long program in Kawagoe near Tokyo, students live with Japanese families and take courses in English in the Japan Studies Program. Japanese Language is a required course. Other offerings include Japanese Literature (Jpn 399), Japanese Social Institutions (SSc 399), the Fine and Theatrical Arts of Japan (AL 399), and Japanese International Relations (PS 399). Offered fall and spring quarters, or for the full academic year.

**Korea****SEOUL, YONSEI UNIVERSITY OR EHWA UNIVERSITY**

In the heart of Seoul, Yonsei University and Ewha University offer a Korean studies program for Oregon students. No prior study of the Korean language is necessary, and courses are taught in English. Coursework possibilities include Korean Language (AL 199), Korean Religious Traditions (AL 399), and Korean Society (SSc 399). Offered fall or spring semester or for the full academic year. Summer study may also be possible; inquire in the Office of International Programs.

**Mexico****GUANAJUATO, UNIVERSIDAD DE GUANAJUATO**

SOU's oldest exchange link, the Amistad Program enjoys a longstanding relationship with one of Mexico's first universities, the Universidad de Guanajuato. In this yearlong program, students study a range of academic fields while also working intensively on their Spanish. Requires two years of college-level Spanish. Coursework includes Spanish at varying levels and may include Modern Mexican History or Introduction to Mexican Politics. Offered both fall quarter and winter-spring semester (winter and spring terms), as well as for the full academic year. Summer sessions also available.

**INSTITUTO TECNOLÓGICO DE EDUCACIÓN SUPERIOR DE MONTERREY (ITESM)**

This exciting new program offers semester and yearlong programs at some of Mexico's top universities in Cuernavaca, Guadalajara, and Monterrey. Students may study elementary to advanced-level Spanish, as well as a variety of other subjects, including a strong business program. Both homestay and dormitory options are available in this unique program.

**New Zealand****DUNEDIN, UNIVERSITY OF OTAGO, NCSA PROGRAM**

New Zealand, known as Aotearoa by its native Maori settlers, is an exciting new option for SOU students. The program is based in the South Island in historic Dunedin, at one of New Zealand's oldest universities. A range of coursework is offered in most fields, all taught in English. Housing is in university accommodations near the campus. Excellent outdoor opportunities nearby include skiing in Queenstown, hiking in the famed "southern Alps," and exploring the wild fjords of Fjordland. Two semester options are available, July through November (SOU fall term) and February through June (SOU winter and spring terms).

**Spain****OVIEDO, NCSA PROGRAM**

This program is located at the University of Oviedo in Spain's northwestern region. Participants choose from several options: a fall quarter or spring semester, a full academic year, or a monthlong intensive summer session. Students have an opportunity to live with a Spanish homestay family and to participate in a range of excursions in the surrounding areas. One year of prior college-level Spanish is required, although the program can accommodate all language levels through advanced Spanish. In addition to Spanish at the 200, 300, and 400 levels, course offerings include Spanish Art (Art 399), Spanish History (Hst 399), and Hispanic History and Civilization (Hst 399).

**Thailand****CHIANG MAI**

This Thai studies program is offered at Payap University in Chiang Mai. With most classes taught in English, the program requires no previous study of Thai language. The program offers coursework in Thai culture and language, including Buddhist Traditions (AL 199), Cultural Foundations of Thai Society (SSc 399), and Contemporary Thai Politics (PS 399). The Thai language is taught at the introductory level (Hum 199). This is a two-term program encompassing fall and winter terms.

**Oregon International Internship Program (IE3)**

Stevenson Union 303  
541-552-8334

The Oregon International Internship program offers SOU students a chance to work abroad, gaining both academic credit and resumé-building experience. The global network of internships includes more than 200 different opportunities, many of which are geared to specific majors or interests. Examples include working with the Cheetah Conservation Fund in Namibia, the Women's Aid Organization in Malaysia, and a two-site sequential internship with both the Oregon Shakespeare Festival and the Globe Theatre in London. Internship openings cater to students of most majors, from business to history to environmental studies. Students are highly encouraged to take advantage of this unique opportunity. Financial aid can be applied.

**Oregon Health & Science University School of Nursing**

Central 211

541-552-6226

Saundra Theis, Associate Dean

Carol Christlieb, Director of Academic Programs

Professors: Saundra Theis, Heather Young

Associate Professors: Juliana C. Cartwright,

Carol Christlieb, Rick D. Daniels,

Donna Markle

Assistant Professors: Virginia Adams,

Patricia Lane, Wendy Neander

Instructors: Barbara Floyd, Lori Lind,

Marsha King-Rosine, Karen Nollenberger,

Amy Ross, Stephanie Sideras, Nancy Yie

**Introduction**

Nursing programs at SOU are offered by Oregon Health & Science University (OHSU) School of Nursing.

OHSU offers the baccalaureate program to undergraduate students with no previous nursing education. A distance-learning baccalaureate completion program is available to registered nurses.

OHSU also offers master's and doctoral programs in Portland, Oregon. Selected master's and doctoral specialties are available on the Ashland campus.

**COMPUTER ACCESS AND COMPETENCY REQUIREMENTS**

Students in all nursing programs are expected to possess basic computer skills in word processing, data analysis, and electronic communication. They are also required to have access to a computer independent of the School of Nursing and University resources, with predetermined minimum capabilities.

**Degrees**

Bachelor of Science with a major in Nursing

RN/BS Program for Registered Nurses  
completing a Baccalaureate Degree

Psychiatric Mental Health Nurse Practitioner  
Specialty

Family Nurse Practitioner Specialty

**Bachelor of Science Program**

The baccalaureate program provides an essential foundation for professional nursing licensure and practice. The professional nursing major is four years in length. Nursing courses build on and complement the liberal arts and sciences foundation required for professional practice. The graduate of the BS program is eligible to complete the registered nursing licensure examination and is prepared to assume responsibility for providing professional nursing care.

In 2006, the baccalaureate program will transition to a new curriculum. In that year, two classes will be admitted—a junior class to the current curriculum and a sophomore class to the new curriculum. Prerequisites and programs of study are different for the two groups.

### Prerequisites

Candidates for admission to OHSU's basic baccalaureate program as juniors must have completed 93 credits of non-nursing coursework with a cumulative GPA of 2.50 or better (see *Non-Nursing Course Requirements* below). Candidates for admission as sophomores must have completed 45 credits of non-nursing coursework with a GPA of 2.75 or better.

### Advising

Upon entering SOU, pre-nursing students are encouraged to contact the department for advice on choosing a nursing course of study.

### Admission to OHSU

Students must file an electronic OHSU School of Nursing Application during the winter prior to the year in which they wish to enter. Application criteria for both the sophomore and junior entry programs are posted on the OHSU School of Nursing Web site at [www.ohsu.edu/son](http://www.ohsu.edu/son). Electronic application forms are available October 1 through January 15. All applications must be received electronically by the January 15 deadline.

### Transfer Credits

There is no time limit on previous transferable coursework. Transcript evaluations are available through the School of Nursing.

### Non-Nursing Course Requirements

Please see the OHSU School of Nursing Web site at [www.ohsu.edu/son](http://www.ohsu.edu/son) for specific course requirements for both the sophomore and junior entry programs.

### Baccalaureate Completion Program for Registered Nurses

Registered nurses who would like to return to school to finish their baccalaureate degree in nursing must complete OHSU nursing and non-nursing course requirements. Nursing courses are delivered by computer conferencing, CD-ROM, and the Internet, making it possible for a working RN to complete the program in about two years as a part-time distance-learning student. Portfolio and test-out options are available if a student can substantiate having met the objectives of the course through prior learning experiences. RNs receive 29 of the 60 required upper division nursing course credits by articulation (for graduates of any NLN-accredited ADN or diploma program) or by examination (for all other ADN and diploma school graduates).

### Prerequisites

Students applying for admission are required to have completed the following minimum non-nursing requirements prior to admission:

English Composition (Wr 121, 122, 123)  
College Algebra (Mth 95 or 111; may be taken concurrently)  
Chemistry (one term)  
General Psychology  
Human Growth and Development  
General Sociology or Cultural Anthropology

### Admission to OHSU

OHSU admits two groups of students each year for fall and spring term. Students must file an electronic OHSU School of Nursing application, which can be found at [www.ohsu.edu/son](http://www.ohsu.edu/son). Application deadlines and frequently asked questions can also be found on the Web site.

### Transfer Credits

There is no time limit on previous transferable coursework.

### RN/BS Non-Nursing Course Requirements

General Chemistry (with labs) .....	12
College Algebra .....	3
Statistics (prerequisite to Nur 470) .....	3
General Psychology .....	3
Human Growth and Development .....	3
General Sociology .....	3
Cultural Anthropology .....	3
English Composition (prerequisite to Nur 470) .....	9
Humanities (choose from art appreciation or history, music appreciation or history, theatre arts or speech, literature, philosophy, women's studies, foreign language, and intercultural communication) .....	9
Anatomy and Physiology*	
Microbiology*	
Nutrition*	

\*Most ADN and diploma nursing programs require these courses or integrate them into the nursing curriculum. Each student's transcript is individually evaluated.

### RN/BS Nursing Course Requirements

For specific information about the RN programs, contact the OHSU School of Nursing at 503-494-3883 or visit [www.ohsu.edu/son](http://www.ohsu.edu/son).

### Graduate Nursing Education

OHSU offers master's and doctoral programs in Portland, Oregon, with some options on the Ashland campus via distance-learning technologies. Master's specialties usually require two years of full-time study. Family nurse practitioner and psychiatric mental health nurse practitioner specialties are regularly available on the Ashland campus. Post-master's certificate programs and a doctoral program are available based on demand and funding.

### Prerequisites

Graduate applicants must have completed a baccalaureate degree in nursing with an undergraduate GPA of 3.0 or better. A combined verbal and quantitative score of 1000 or above on the Graduate Record Exam (GRE) is also required for admission, as is successful completion of a statistics course within three years of admission.

### Advising

A faculty advisor is available on the Ashland campus for RNs interested in graduate-level education. Contact the graduate program administrative assistant on the SOU campus.

### Admission

Students must file an OHSU School of Nursing graduate application during the winter prior to the summer in which they wish to enter. Ap-

plication forms are available in the School of Nursing office after October 1. Transcripts of completed coursework, GRE scores, a one-page goal statement, three letters of reference, and a filing fee of \$60 must be submitted along with the completed application form by the application deadline of January 15.

### Transfer Credits

Acceptance of transfer credits from CCNE- or OSBN-accredited nursing programs is subject to review by School of Nursing faculty, who evaluate comparability and determine the number of credits that may be granted.

### Accreditation

Oregon State Board of Nursing (OSBN)

Collegic Commission on Nursing Education (CCNE)

## Graduate Studies

Application Information: 541-552-6411

Each graduate program at SOU is administered by its respective school. Students seeking information about specific programs should contact the graduate coordinator of the school regarding the graduate degree or licensing program. For information about policies, procedures, and a general program overview, consult the school dean's office.

Individuals who wish to pursue a specific master's degree or licensing program must apply to the Office of Admissions, in addition to the desired program, to become regularly admitted graduate students. Those who would like to take graduate or postbaccalaureate courses without pursuing a master's degree or licensing program should consult the Office of Admissions (see *Postbaccalaureate Admission*, page 8, or *Enrollment as a Nonadmitted Student*, page 8).

### Master's Degree Programs

Each graduate program at SOU is administered by its respective school or department and has its own specific requirements for admission. The following master's degrees are currently available.

- Master of Arts and Master of Science in Elementary Education and in Secondary Education (*Education*, page 64)
- Master of Arts in Teaching (*Education*, page 64)
- Master of Science in Environmental Education (*Sciences*, page 130)
- Master of Arts and Master of Science in School Areas (*Master's Degrees in School Areas*, page 164)
- Master in Management (*Master in Management Program*, page 165)
- Master in Applied Psychology (*Master in Applied Psychology*, page 123)
- Master of Music in Conducting (*Arts and Letters*, page 29)

## Master of Arts Degree

The master of arts and master of science degrees differ only in the foreign language requirement. To receive an MA degree, students must demonstrate fluency in a second language. U.S. students who have completed two years of study in one foreign language at an accredited college or university automatically meet the second language requirement for the MA degree.

## Admission to a Master's Degree Program

Application procedures and deadlines vary across programs. Most programs require students to complete a preliminary entrance examination, usually the Graduate Record Exam (GRE). Information bulletins and application forms for the GRE may be obtained from the Admissions Office. Students whose native language is not English must achieve a TOEFL score of 450 or higher before enrolling in graduate courses. (See *Admission of International Students*, page 7.) Consult the specific program representatives (listed above) for specific admission requirements and deadlines.

To apply to graduate studies, students must complete the following steps:

1. Submit the Application for New Student Graduate Admission to the Admissions Office, along with the nonrefundable application fee. Applications are not accepted without the fee.
2. Submit an official transcript from all institutions attended. Students must hold a bachelor's degree from an accredited college or university, as defined by the American Collegiate Registrars and Admissions Officers, or an advanced degree from an accredited college or university. (Copies of accreditation booklets may be reviewed in the Admissions Office.) Students who received a baccalaureate degree from a non-accredited institution may consult the school dean regarding any special admissions policies that may apply.
3. Students must have sufficient prerequisite coursework to pursue graduate work in the proposed academic area.
4. All students must have a cumulative GPA of 3.0 or higher in the last 90 quarter credits (60 semester credits) of undergraduate coursework.
5. Have all required official entrance examination score reports, letters of recommendation, and other requested documents sent to the Admissions Office (institutional code R4702). This includes GRE and the TOEFL.

## ALTERNATE ADMISSION PROCEDURE

Students who do not meet all requirements for graduate admission may apply for postbaccalaureate admission (see page 8).

## General Information

See the introductory section of the catalog for information on accreditation, fees and deposits, housing, financial aid, and student services.

## STUDENT HANDBOOKS

Detailed information on policies and procedures is available in the student handbooks. Contact the program coordinator or the school dean's office for information and handbooks.

## General Regulations

### STUDENT RESPONSIBILITY

Graduate students are expected to know the requirements for the programs they undertake. While the University assists each student as much as possible, the responsibility for any error in enrollment or misinterpretation of rules rests with the student.

### STUDENT CONDUCT

Students are expected to conduct themselves in a mature, professional, and civil manner and must abide by the Proscribed Conduct guidelines listed under Student Responsibilities on the SOU Web site.

### PROFESSIONAL ETHICS

Graduate students are expected to honor standards of ethical practice appropriate to academic life.

Candidacy for the graduate degree may be denied, suspended, or revoked should it be established that an individual has become a discredit to his or her peers by dishonoring the profession through any flagrant violation of the ethics of scholarship and higher learning.

The Graduate Council considers the following to be examples of flagrant violations: cheating, plagiarism, forgery, physical abuse or threat of physical abuse against University personnel, theft of University property, and unauthorized entry into or use of SOU-controlled property.

Students may exercise their right of appeal for charges of violations through procedures outlined in the *Student Rights and Responsibilities Handbook*.

The professional degree programs may have additional ethical guidelines. It is the student's responsibility to be familiar with and abide by such guidelines. When a department's faculty decide a student has failed to meet professional standards, they are responsible for identifying, remediating, or dismissing the student. Each department has an established procedure for handling such issues. In the case of a professional breach of ethics, an appeal is handled within the department according to established procedures.

## Program Regulations and Procedures

### ACADEMIC LOAD

The maximum load for graduate students is 16 credits during a regular term and 15 credits during an eight-week Summer Session. Overload petitions must be approved by the student's advisor and the school graduate coordinator. The form is filed with the school graduate coordinator and the Registrar's Office. There is a surcharge for each credit taken in excess of academic load regulations.

## COURSE-RELATED REQUIREMENTS

Only 500-level courses count toward a master's degree. The master's degree programs in elementary education and secondary education require students to earn at least 24 credits in courses restricted to graduate students.

### RESIDENCY REQUIREMENTS

Students must earn at least 30 quarter credits toward a master's degree in residence. The last 9 credits of the program must be in residence unless a waiver is approved by the graduate coordinator and the school dean.

Graduate credit for a course taught by an instructor in Continuing Education who has been approved in advance by the school dean or director is accepted as residence credit. Refer to *Course Exclusions* below for further information.

### GRADUATE ASSISTANTSHIPS

Graduate assistantships are available in some academic departments and administrative units.

To hold a graduate assistantship, students must gain regular admission to a master's degree program. They must also have an approved master's degree program on file no later than the first week of the initial term of appointment as a graduate assistant and must successfully pursue the program at a rate defined in the *General Regulations for Appointment of Graduate Assistants*.

### COMMENCEMENT

In mid-April, the Office of the Registrar sends commencement information to students who have completed their degrees during the previous summer, fall, and winter quarters and to those who have been cleared by the school dean's office to complete requirements during spring quarter. Students scheduled to complete a degree during the post-commencement Summer Session or fall term may participate in the commencement ceremony if they have written verification of a completion date from their advisor and graduate program coordinator.

## Course Exclusions

### WORKSHOP CREDIT AND PRACTICUM

A maximum of 9 hours of workshop or practicum credit may be included in a graduate program with advisor consent.

### EXTENSION CREDIT AND OTHER FORMS OF NON-TRADITIONAL COURSEWORK

Extension credit and other forms of nontraditional coursework (e.g., online courses and two-way television) may be included in a graduate program only with advisor consent.

### CORRESPONDENCE COURSES

Correspondence study may not be used in a master's degree program.

### CREDIT BY EXAMINATION, IN-SERVICE, PROFESSIONAL GROWTH COURSES, AND CONTINUING PROFESSIONAL EDUCATION

Graduate credit by examination, in-service, professional growth courses, and continuing professional education courses are not acceptable in school area programs.



**PRIOR AND TRANSFER CREDIT LIMITATIONS**

A student may include only 15 quarter credits of approved graduate coursework taken prior to regular admission to a master's degree program at the University. This limitation applies to coursework taken at Southern Oregon University and coursework transferred from other institutions. Such courses must be appropriate for the master's degree program to which the student is admitted and must be approved by the major advisor, the school graduate coordinator, and the school dean. No more than 6 quarter credits of prior or transfer credit may be from a previous master's program. All transfer credit must be supported by official transcripts sent directly from the school of origin to the Office of Admissions.

Acceptance of any transfer credit is the prerogative of the degree-granting institution.

**TIME LIMITATION**

All courses included in the SOU program for a master's degree must be seven years old or less at the time the degree is completed. However, with the approval of the Office of Graduate Studies, up to 12 credits of courses over seven years old but less than ten years old at degree completion may be included if they have been updated and validated by the academic department and approved by the school dean. Upon program completion, courses taken ten years ago or longer must be replaced even if they have previously been updated. Forms for course updates are available from the graduate coordinator or school dean's office.

**OPEN-NUMBERED GRADUATE COURSES**

No more than 21 credits of open-numbered courses may be included in a 45-credit program. Open-numbered courses do not have a catalog description; they include the following: 501, 504, 505, 506, 507, 508, 509, and 510 Special Topics. Thesis (503) is not considered an open-numbered course.

**Graduate Council**

The policies and procedures of the graduate programs are established by the Faculty Senate on recommendation of the Graduate Council, which comprises faculty, students, and administrators.

**Graduate Faculty**

All full-time faculty with the academic rank of professor, associate professor, assistant professor, or instructor who have a terminal degree or equivalent in their discipline and have demonstrated a continuing commitment to scholarship and professional growth are eligible for nomination to the graduate faculty by the department chair, with final approval by the school dean. The president, provost, associate provost, and school deans are members of the graduate faculty. A graduate faculty member may serve as either a chair or committee member of a thesis or other graduate committee.

Part-time faculty and regular faculty who are not appointed as graduate faculty may be approved as associate graduate faculty. They may teach specific graduate classes and serve as members, but they may not chair a thesis or graduate committee.

Professionals who are not members of the faculty may serve as a thesis or graduate committee member with special approval of the school dean.

**Master's Degrees in School Areas**

School area graduate degree programs leading to the MA or MS are for individuals interested in the fields of arts and letters, science, and social science. The program combines strong subject matter preparation in a major area with related coursework at the graduate level. The specific objectives of this program are to provide students with opportunities to:

1. gain strong subject matter preparation in a major area that is to be combined with related coursework; and
2. enjoy broad educational and cultural experiences at the graduate level, in recognition of the demands for a broader knowledge base and civic responsibility in professional life.

**MAJOR AREAS:**

Biology  
Computer Science  
Health & Physical Education  
Theatre

**SUPPORT AREAS:**

Art  
Business  
Chemistry  
Communication  
Economics  
Education  
Foreign Languages and Literatures  
Geography  
Geology  
Mathematics  
Physics  
Political Science  
Women's Studies

These lists change periodically. Please contact the department of interest to confirm participation.

**ADMISSION TO SCHOOL AREA MASTER'S PROGRAMS**

Application deadlines for the School Area Master's Degree Programs are as follows: April 15 (fall term), October 15 (winter term), and January 15 (spring term and Summer Session). All application materials (including a signed application form, admission fee, official transcripts from all institutions attended, official GRE score, three required letters of reference from professors, and a letter of intent or goal statement) must be on file by the designated admission deadline.

**CURRICULUM**

The curriculum for the MA or MS degree in a school area (arts and letters, science, or social science) comprises two major divisions. The major area requires 18–36 approved graduate credits from a single participating department; the support area allows 9–27 credits of approved graduate credits from a department or departments other than the major department. At least 23 of the program credits must be from the school area of the major, and coursework from any single department in the support area may not exceed the total number of credits in the major area. At least 45 credits are required

for the degree. The actual courses required for each student are selected under the guidance of an advisor from the major field, with the approval of the school dean.

Only courses taken at the 500 level may be used for graduate credit.

A mid-program evaluation meeting must be completed by all school area degree students.

**Major Steps**

The following steps must be completed to achieve a master's degree:

1. Admission to a master's degree program.
2. Approval of the proposed program.
3. Mid-program evaluation (unless the program is exempt).
4. Application for graduation.
5. Final examination project or oral defense and degree completion.

A more detailed description of these steps follows. To help students, each graduate coordinator has prepared a checklist of steps, procedures, and program requirements.

**APPROVAL OF PROPOSED PROGRAM**

With the help of the school graduate coordinator, each student should obtain one or more advisors at the beginning of graduate coursework. With the help of these advisors, the student should immediately develop a proposed program of study to be outlined on the degree program form. These forms are available from the school graduate coordinator and must be approved by the student's advisors, the school graduate coordinator, and the school dean. Students must submit this form before completing 18 credits. Any time a student's program changes, he or she must submit an approved program change form.

**MID-PROGRAM EVALUATION**

Most of the SOU graduate programs require a mid-program evaluation. Students should have a mid-program evaluation meeting as soon as possible after completing 18 credits (and no later than after completing 24 credits) to guarantee that all credits count toward their program. Appropriate forms and additional information are available from the school graduate coordinators.

The following programs are exempt from the mid-program evaluation: the Master in Applied Psychology (MAP), Master in Management (MiM), American Band College (ABC), and Education Comprehensive Exam option.

**APPLICATION FOR GRADUATION**

Students must submit the application for completion of a master's degree form to the school graduate coordinator no later than the first week of the quarter in which students plan to complete all requirements for the degree, including comprehensive exams. The exams may not be taken prior to the quarter during which coursework is completed. The school graduate coordinator evaluates each student's degree status and planned program of coursework. Students are then notified by mail of any deficiencies that need to be corrected and the procedures for setting up a comprehensive examination.

## COMPREHENSIVE EXAMINATION AND DEGREE COMPLETION

Students must pass a final comprehensive examination covering the required work for the master's degree. The type of examination differs depending on the program and major; it may be written, oral, or a combination of both. Students approaching the completion of their graduate studies should check with their advisor regarding the particular comprehensive exam requirements of the program. The student typically takes the exam during the final quarter of coursework for the degree. However, in special instances, other arrangements may be made with permission from the school graduate coordinator and school dean. Students completing a thesis or project option must perform an oral defense.

If a student fails all or part of the comprehensive examination, the examining committee specifies the conditions under which it may be retaken and notifies the graduate coordinator and school dean of these conditions. Ordinarily, the exam may not be retaken until there has been sufficient time for additional study, reading, or mastery of subjects. A student may take the final examination a maximum of three times. Each time the examination is retaken, the graduate coordinator is notified so preparations can be made and forms completed.

Special degree completion requirements apply to students completing a thesis or project. These students should check with their school graduate coordinator for details.

## SATISFACTORY PROGRESS

School area and formerly admitted general studies and interdisciplinary program students who have not enrolled in the current academic year are notified during spring term by the school dean that they must file an application for graduate study leave by the end of the term. Failure to file requires that the student reapply for graduate admission and master's status to continue degree studies and maintain financial aid. Students readmitted into the same program are not limited to the 15-credit maximum requirement for newly admitted students.

This policy does not apply to graduate students in the education or American Band College programs.

## RIGHT OF APPEAL

If the student elects to make an appeal, the Appeals Committee shall include the following individuals: the student's advisor; the department chair, school dean, or school graduate coordinator; and the Graduate Council chair.

## THESIS OR PROJECT

In many master's degree programs, students may elect to complete a thesis or project option. Any student who wishes to explore a thesis or project option should check with the school graduate coordinator at the beginning of the program for information about the special procedures and regulations governing such an option.

The student's thesis or project committee must meet and approve the project proposal. This approved proposal must be on file in the school dean's office before the irregular registration forms for thesis or project coursework are approved.

Students may use 6 to 9 credits, with a maximum of 3 credits from the support area, for the thesis or project. Those exercising this option must follow the format outlined in the *Style Manual for Theses and Projects*, available from the University Bookstore. Students defend the thesis or project in an oral examination.

## Master in Management

541-552-8242

Southern Oregon University's Master in Management (MiM) program is designed to enhance the skills of management professionals working in governmental, commercial, health care, and nonprofit organizations. Participants acquire the skills necessary to advance in their fields while continuing to work. The program offers a rich academic environment that combines fundamental management principles and specific management skills with a broad range of conceptual and applied perspectives.

## Admission Criteria

This program is oriented toward people who are working or aspiring to work as managers in commercial, government, health care, or nonprofit organizations. Admission to the program is based on criteria that best predicts success within these career tracks.

### Admission Requirements Include:

1. A baccalaureate degree from an accredited college or university. No specific academic or technical field is stipulated.
2. At least three years of increasingly responsible experience working full time at the management level. This is measured by such criteria as the number of people supervised, the size of budget for which the applicant has been responsible, and the degree of decision-making autonomy.
3. Evidence of writing skills appropriate to the graduate level.

Program applications are reviewed by an admissions committee composed of senior administrators and faculty. Evaluation is based on the program application form, three letters of reference, transcripts, a written 400-word statement of purpose, and other relevant materials. There are no entrance examinations required for applicants who meet the experience requirement.

An appropriate score on the GRE or GMAT may be accepted in lieu of managerial experience at the discretion of the MiM Admissions Committee.

## Curriculum

The 45–51-credit MiM curriculum comprises:

1. A set of interdisciplinary core courses and two 1-credit seminars totaling 26 credits. These courses and seminars are designed to impart universal management skills.
- Budget and Finance (MM 512) ..... 3
- Strategic Management (MM 513) ..... 3
- Practical Research, Analysis, and Decision Making (MM 514) ..... 3
- Management Information Systems (MM 515) ..... 3

Organizational Leadership and Communication (MM 516) .....	3
The Human Resource Environment (MM 517) .....	3
Marketing for Public and Private Organizations (MM 518) .....	3
Legal Issues in Management (MM 519) .....	3
Orientation to Graduate Study for the Management Professional (MM 520) .....	1
Society, Ethics, and Management (MM 521) .....	1

2. At least 16 elective credits in an area of management specialization. Students determine appropriate courses in consultation with the program manager.
3. A 3-credit capstone project designed to demonstrate a comprehensive command of professional competencies learned in the program.
4. At the discretion of the program director, 3 to 6 credits in supplementary coursework beyond the 45-credit minimum may be added to the participant's course of study.

## Delivery

The Master in Management program is structured and scheduled to accommodate students who are working full time. All core courses are offered on an evening and weekend schedule in Medford. Many elective courses are also available as evening sessions in Medford. Every effort is made to use technology to supplement in-class time. All students are required to have Internet access, which is the primary mode of program communication and serves as an instructional vehicle.

## Prerequisites

There are no course prerequisites for the MiM core curriculum, with the exception of Research (MM 514) and Capstone (MM 598). MM 514 requires the successful completion of at least 15 credit hours of MiM core coursework; MM 598 requires the successful completion of MM 514. Supplementary coursework may be recommended on a case-by-case basis through the advising process. Some electives may have specific course prerequisites.

Transfer of credit for graduate coursework completed prior to entrance to the MiM program is evaluated for acceptance on a case-by-case basis, consistent with existing SOU policy. Up to 15 credits of graduate work may be applied toward the degree as transfer credits from an accredited institution.

## Application and Admission

Candidates for the MiM program must complete a program application and apply to SOU for graduate admission, as well. Applications are available at the SOU Extended Campus Programs Office in Ashland, the SOU Medford Campus, or the MiM program office on the Ashland campus. A combined University and program application is available online at the Master in Management Web site ([www.sou.edu/mim](http://www.sou.edu/mim)).

Application to the MiM program may be made for any term. It is recommended that candidates apply at least thirty days prior to

the beginning of the term for which they wish to enroll. Qualified candidates may be enrolled as nonadmitted students at the discretion of the program administration and individual course instructor. A maximum of 7 credits of MiM-sponsored courses may be taken by a nonadmitted student.

## Master in Management Courses

### GRADUATE COURSES

#### MM 509 Practicum

Credits to be arranged (no more than 6 credits may be applied toward the MiM degree)

Allows students to customize their education by attending professional workshops, seminars, or conferences. At the discretion of the program administration, practicum credit may also be earned for serving as a teaching assistant or implementing special projects. Approval for practicum credit is made at the sole discretion of the program administration. Practicum experiences must result in learning activities and a written report appropriate to the graduate level. Prerequisite: Program manager consent.

#### MM 512 Budget and Finance

3 credits

Familiarizes managers with the role of budgeting and the budgeting process in diverse organizations. Students develop an appreciation for both the theory and application of financial practices to aid in their fiscal decision making. It is recommended that students have an understanding of basic accounting concepts prior to enrolling in this course.

#### MM 513 Strategic Management

3 credits

Introduces students to advanced strategic management concepts in successful organizations. Students develop an understanding of how to use strategic management tools to initiate and implement problem-solving processes in dynamic and diverse environments. An in-depth case analysis allows students to demonstrate their understanding of key strategic management principles.

#### MM 514 Practical Research, Analysis, and Decision Making

3 credits

Examines the relationship between practice and research in organizational decision making. Students acquire the skills and understanding necessary to critically review and competently interpret research findings in a decision-making context. Prerequisites: Successful completion of at least 15 hours of core coursework.

#### MM 515 Management Information Systems

3 credits

Provides a broad overview of the role of Management Information Systems (MIS) in organizations. Describes the diverse technical, managerial, and professional knowledge of an MIS manager at an awareness level for a non-MIS manager. Emphasizes both the data component of information systems and the management behavior (i.e., knowledge and skills) necessary to successfully manage an organization employing MIS. Also introduces current trends and drivers, including

emerging technologies that affect the present and future of information systems.

#### MM 516 Organizational Leadership and Communication

3 credits

Surveys the theoretical frameworks, empirical literature, and requisite skills associated with effective organizational leadership and communication. Examines questions of bureaucracy, culture, power, reciprocal influence, employee involvement, and other central issues from an organizational and communicative perspective.

#### MM 517 The Human Resource Environment

3 credits

Focuses on critical issues and strategic questions managers need to understand in order to manage employees effectively. Emphasizes applied skills relevant to managing employees, including recruitment, selection, compensation, evaluation, and employee development.

#### MM 518 Marketing for Public and Private Organizations

3 credits

Details the planning and implementation of marketing activities, marketing research, and effective evaluation of marketing strategies. Students develop an understanding of what is required to succeed and to achieve a competitive advantage within a framework of ethical marketing practices.

#### MM 519 Legal Issues in Management

3 credits

Acquaints the manager with basic legal concepts in the field of liability, including personal injury, malpractice, product liability, and the available defenses. Students are introduced to the ways contracts are formed, including their development, problems, and pitfalls. An introduction to basic employment law and concepts covers the fundamentals defining wrongful termination and the practical ways employers can protect themselves. Presents an overview of arbitration and alternative dispute resolution.

#### MM 520 Orientation to Graduate Study for the Management Professional

1 credit

A gateway course required for all entering participants in the Master in Management program. Provides a means for students and faculty to discuss expectations for the program and to become familiar with the graduate school experience. Emphasizes exposure to academic culture, practices, and the unique structure and design of the MiM program.

#### MM 521 Society, Ethics, and Management

1 credit

Considers the relationship between common management values and those held by society as a whole, as well as various groups that comprise our diverse social milieu. Students, faculty, and community professionals are brought together to describe, critique, and evaluate the connections between management principles and contemporary issues from a variety of perspectives.

#### MM 530A Nonprofit Organization Management

2 credits

The first of a two-part course offered over two terms. Surveys nonprofit managers' primary areas of responsibility, including the history and philosophy of American nonprofit organizations, organizational change and development, learning organizations in nonprofit settings, and current issues in nonprofit management. (Cross-listed with PS 530A.)

#### MM 530B Applied Nonprofit Organization Management

2 credits

The second of a two-part course offered over two terms. Provides a minimum of 12 hours of fieldwork, including interviews with nonprofit leadership, board assessments, and participation in management and governance meetings. Students augment their fieldwork with lecture and discussion sessions, reading and journal assignments, and presentations. (Cross-listed with PS 530B.)

#### MM 540 Topics in Management

1 to 4 credits

Focuses on selected topics in management theory and practice. Offerings have included Emotional Intelligence and Managerial Excellence (4 credits); Fundamentals of Project Management (4 credits); Introduction to Organizational Coaching (1–2 credits); and Inside Out Management (3 credits). Repeat credit is allowed for different topics. A complete listing of courses taught under this title is available on the MiM Web site.

#### MM 598 Capstone Project

3 credits

Serves to confirm comprehensive management competency in an applied setting. Requires students to implement projects consistent with their career interests and objectives that will demonstrate their mastery of skills acquired from the program's core course offerings. Student proposals are developed through the Research course (MM 514). Prerequisite: Completion of program core courses or permission of capstone instructor.



# Student Services

## Student Affairs Office

Stevenson Union  
541-552-6221

The Student Affairs Office supports academic programs and helps students by contributing to their cultural, social, intellectual, physical, and emotional development.

The office coordinates and disseminates information about campus policies, procedures, and resources and is responsible for hearing student grievances and administering the Code of Student Conduct.

The vice president for student affairs is responsible for all student-related services, including the following: Academic Advising and Support Services, the ACCESS Center, Athletics and Recreational Sports, the Bookstore, Counseling Services, Dining Services, Disability Services for Students, Housing and Residential Living, Multicultural Student Activities, the National Student Exchange, the Multicultural Student Center, the Nontraditional/Commuter Student Center, the Queer Resource Center, the SOU Bookstore, Stevenson Union, the Student Health and Wellness Center, and the Women's Resource Center.

The Student Affairs Office houses the vice president for student affairs, the dean of students, and other staff members who provide students with services, support, and advocacy. The Associated Students of Southern Oregon University (ASSOU) student advocate and student legal services are also housed in this office.

## Standards and Expectations

Students at Southern Oregon University are responsible for meeting these University standards and expectations:

- ▲ to be active participants in the process of education: asking questions, seeking and using resources, reading and responding to communication;
- ▲ to be positive contributors to the University, Ashland, and surrounding communities;
- ▲ to conduct themselves with civility and be held accountable as members of the SOU community;
- ▲ to be honest and to treat others courteously and with respect;
- ▲ to be open to the concepts of volunteerism, wellness, and diversity;
- ▲ to approach this educational opportunity with an open mind and a positive attitude, recognizing we all have much to learn.

## Academic Advising

See *Academic Advising* on page 14.

## Bookstore

Stevenson Union  
541-552-6178

The SOU Bookstore, open year-round, with extended hours during the first week of classes, stocks all required and recommended textbooks and supplies for classes. The bookstore

also carries a wide selection of merchandise, including general reading and reference books; SOU clothing and spirit items; school, office, and art supplies; gift items; backpacks; greeting cards; and health and beauty aids. In addition, the bookstore offers computer products, such as cables for residence hall connection, printer cartridges, and academically priced software. Visit our Web site and order your textbooks early: [www.sou.edu/bookstore](http://www.sou.edu/bookstore).

## Dining Services

Stevenson Union  
541-552-6461

Stevenson Union Food Service offers affordable food and prompt, courteous service at the following Stevenson Union locations: Elmo's features a selection of pasta and pizza from Buitoni Kitchen. Students may choose from Casa Ortega's Mexican taco bar or Garden Party's fresh-made salads, soups, sandwiches, and wraps. Java Union provides espresso drinks, specialty coffees, fresh-baked pastries, gourmet desserts, and sandwiches. Bento Express serves a variety of bento meals, chicken, beef, veggie kabobs, and Dim Sum items. Subway offers made-to-order sandwiches. Raider Aid stocks beverages, snacks, and grab-and-go deli items. Raider Aid is also the ticket outlet for most campus concerts and events. Global Fusion serves internationally influenced vegetarian fare, including sushi wraps, panini, and smoothies. Dances and other activities are held in SOU's nightclub, Diversions. A snackbar provides non-alcoholic beverages and snacks.



## Disability Services for Students

ACCESS Center

541-552-6213

The University is committed to meeting its obligations to persons with disabilities, as set forth in the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Our goal is to provide equal access to all buildings and classrooms and to remove any attitudinal barriers students with disabilities might experience. SOU's provision of special services to students with disabilities is intended to equalize and give access to educational opportunities on a university-wide basis. A variety of student support services are available, including orientation and advocacy; reasonable classroom accommodation; counseling and advising; appropriate test-taking situations; special parking; writing, notetaking, and reading assistance; special adaptive equipment for computers; taping of textbooks; resources and referral information; and other services as needed.

## Distance Learning

Extended Campus Programs Building

541-552-6331

The Distance Learning Program uses various distributed learning strategies, including video-conferencing, the Internet/Web, videotapes, and television to offer students access. Courses are scheduled regularly in Ashland, Medford, Grants Pass, Klamath Falls, Coos Bay, Roseburg, and elsewhere as requested. Regional Degree Completion Programs serve the northern California and southern Oregon region. Bachelor's degrees are available in business and criminal justice. These programs are designed for the working adult who has at least two years of coursework completed and desires a flexible schedule. The Regional Degree Completion Programs offer the last two years of course work in an online format that may include an occasional Saturday meeting. Information about these courses is available at [www.sou.edu/ecp/distlearn](http://www.sou.edu/ecp/distlearn).

## Housing and Residential Living

Cox Hall

541-552-6371

### HOUSING OFFICE

SOU houses approximately 1,000 students in fourteen residence halls. Residence hall life is an integral part of the educational experience. The Housing and Residential Living Office staff provide educational, cultural, social, and recreational programs that augment the learning environment outside the classroom. The area coordinators, hall directors, and resident assistants aid in personal and academic counseling, as well as encouraging students to live cooperatively.

### RESIDENCE HALLS

All fourteen halls are conveniently located on campus. The Cascade Complex comprises nine halls: Aspen, Baker, Cedar, Diamond, Emerald, Forest, Glacier, Hawthorne, and Ivy. The Greensprings Complex comprises four halls. The Susanne Homes Hall consists of two wings.

Each complex houses a computer lab that can be accessed only by residence hall students. All rooms have high-speed Internet connections.

Individual halls contain lounges, study and recreation areas, TV lounges with cable television, card-operated laundry facilities, kitchens, and vending machines. Rooms are equipped with extra-long twin beds, study desks, chairs, closets, bureaus, curtains, telephone jacks, extended basic cable TV service, fiberoptic Internet access, and a small refrigerator. Students furnish their own towels, bed linens, mattress pad, blankets, and bedspreads.

Most room applications are for double rooms; however, single rooms are assigned on a priority basis as space is available. Students should indicate on their application if they would prefer a single room, but single rooms are not guaranteed.

The Madrone apartment complex contains twenty-four units. Each unit contains a living room, kitchen, and bathrooms, along with four single-occupancy rooms. The complex also has centrally located community lounge space. This complex will open fall 2005.

### SPECIAL RESIDENCE HALLS

SOU offers several special residence halls, including a language hall, quiet halls, and substance-free halls. Halls for older and upperclass students are also available.

Quiet halls have established standards governing quiet study hours. Students must sign a special quiet hall contract.

Substance-free halls contain fitness and exercise equipment and feature health-oriented programs. Tobacco products and alcohol are not permitted anywhere in the substance-free halls. All residence halls are nonsmoking.

Upper division, graduate, and transfer students may choose from among the residence halls for older students: Baker Hall, Susanne Homes, and Madrone Apartments.

Students may request information about the availability of particular halls from the Housing and Residential Living Office.

### Freshman Housing Requirement

Unmarried freshman students who enroll at SOU within one year of high school graduation must live in the residence halls unless they are living with their parents or legal guardians, or they have notarized written parent or guardian approval to live off campus.

### RESIDENCE HALL RESERVATIONS

Residence hall room and roommate assignments are based on the information submitted on the application. Residence hall space is assigned on a first-come basis according to the date the Housing Office receives the housing application and reservation fee. All new students are notified in mid-August of their specific residence hall assignments for fall term.

Residence hall applications may be obtained from the Admissions Office or the Housing Office. Completed applications, along with a \$50 application and reservation fee, must be mailed to the Housing Office as early as possible. Reservations are not accepted without the \$50 application and reservation fee.

When a student moves into a room, half of the application and reservation fee is retained as an application fee, while the remaining half is applied to room and board charges.

Students who fail to take occupancy the day the residence halls open for the term for which they reserved a space forfeit the entire application and reservation fee, and their reservation is cancelled. Students who have been denied admission to SOU will be refunded the entire application and reservation fee upon written request to the Housing Office.

### RESIDENCE HALL CONTRACT

Because contract information varies, we suggest you contact the Housing Office directly regarding questions about the residence hall room and board agreement.

After the contract period begins and the student is enrolled in the University, the residence hall room and board agreement can only be cancelled with an approved petition or an assessment of a fee for each of the remaining days of the contract period.

*Rules and Regulations.* The student agrees to abide by all state and federal laws, Ashland city ordinances, SOU housing policies, and University rules and regulations as stated in the current handbooks, residence hall publications, and residence hall contract.

Only registered students are permitted to live in residence halls. When students terminate registration at the University, they must immediately move from the residence hall.

### RESIDENCE HALL RATES AND PAYMENT OF ROOM AND BOARD

All residence halls and dining facilities are built and operated entirely with income from resident students. No state tax funds are used. For current information about room and board rates, write to the Housing and Residential Living Office.

Room and board payment is due on the first day following occupancy or on the assigned SOU registration date. Residence hall payment schedules require either full payment or approved deferred payment of half of the term's room and board fees. Deferred payment is required at the time of occupancy on the University registration date, with remaining fees to be paid in equal installments on the first of each of the two months following registration of that term. Payments become delinquent after the due dates; a fee of \$15 is assessed for all late payments. Deferred payments for housing must be requested from Business Services.

Housing during winter break is not included in room and board costs. However, residence hall students may rent space in one of the conference halls during this break.

### DINING SERVICES IN THE RESIDENCE HALLS

An A La Carte system accommodates differences in student eating habits. Students pay only for the meals they eat and the food items they select.

Meal points may be used at any food service location on campus. Discounts are also available for off-campus students signing up for the Southern Dining Meal Plan.

The Cascade Food Court, located in the Cascade Complex, is the primary eating facility for residence hall students. Open from 7 a.m. until 10:30 p.m. most days, Cascade offers many nutritious choices at each meal, as well as snacks and beverages all day.



Residence hall students may also use their Southern Dining card at the Greensprings Snack Store near the lobby of Greensprings, at the Hannon Library Coffee Shop, and the following Stevenson Union locations: Elmo's, Java Union, Bento Express, Subway, Raider Aid, and Global Fusion. The residence hall dining service also offers a variety of special functions, such as outdoor barbecues, picnics, buffets, and residence hall banquets.

### Student Family Housing

The family housing apartment complex, Old Mill Village, is near the SOU campus, as well as grade schools, middle schools, and other facilities. This 165-unit apartment complex features 97 two-bedroom, 51 three-bedroom, 4 four-bedroom, 5 one-bedroom, and 8 studio apartments. All units have been constructed to energy-efficient standards. They include large interior and exterior storage areas and built-in fire alarms and sprinkler systems (phase I only). Old Mill Village has on-site laundry facilities, a childcare center, a tenant community room, six play areas, and two on-site managers.

In addition to Old Mill Village, there are thirty University-owned houses surrounding the campus. These houses are available to married couples with or without children, single parents with children, graduate students, and some undergraduate students on a space-available basis. A waiting list is maintained in the Old Mill Village Family Housing Office by date of application. For current rental rates, deposit information, and application procedures, please contact the Old Mill Village Family Housing Office at 1361 Quincy Street, Ashland, OR 97520, or call 541-552-8230.

### Off-Campus Housing

Since housing is limited, applicants are encouraged to use other resources such as local rental agencies, the rental listing bulletin board in Stevenson Union, and the *Ashland Daily Tidings*, the local newspaper.

### International Programs

See *International Programs* on page 15.

### Medford Campus

229 North Bartlett Street  
Medford 97501  
541-552-8100  
www.sou.edu/medford

SOU's Medford Campus provides off-campus students with access to many of the programs and services available on the main campus in Ashland. Degree completion and graduate programs are offered at various locations throughout Jackson County at times convenient for working students. The Medford Campus also schedules a broad range of noncredit courses and activities that offer personal enrichment, strengthen job skills, and provide recreational activities.

Classrooms, distance-learning facilities, computer labs, a bookstore, registration and fee payment, advising, and other student services are available at the Medford Campus. Computer lab facilities are open to all SOU students at no charge and to the public for a small fee. More than 1,200 students enroll in both credit and noncredit classes in Medford each term.

### Multicultural Affairs

541-552-6114

Southern Oregon University is committed to working with, supporting the efforts of, and providing leadership to students and faculty in the quest for a multicultural environment at SOU. To this end, the University has a dynamic definition of multiculturalism: the interweaving of culture, race, ethnicity, social class, religion, sexuality, geographical location, age, and gender. Through this definition, we embrace similarities and respect the differences among groups, while discouraging assumptions based on stereotypical notions about a culture.

SOU is dedicated to advancing racial and ethnic diversity and equity on our campus. We are also committed to collaborating with and supporting the activities and efforts of racial and ethnic groups that have historically been excluded from the opportunities enjoyed by members of the predominant culture. These groups include African Americans; Asians; Pacific Islanders; gays and lesbians; Latinos; Native Americans; and Alaskan Natives. Many of these people continue to find obstacles preventing their full participation in society.

The celebration of diversity and equity is the collective work of the whole Institution and its constituencies. The unfolding of this process can only take place if the basic principles of respect and dignity are honored, regardless of the different points of view within the SOU community. Our experiences, philosophies, and perceptions regarding racial/ethnic and gender equity, as well as levels of social responsibility to deal with these inequities, vary among all of us. Frank dialogue, activities to deconstruct biases and prejudices, and collective actions all contribute to facilitating diversity on our campus. A primary multicultural initiative is the SOU Diversity Scholarship.

### National Student Exchange

Student Affairs/Stevenson Union  
541-552-6223

The National Student Exchange Program (NSE) offers currently enrolled SOU students the opportunity to attend one of more than 170 colleges and universities across the United States at resident tuition rates. NSE placements extend for a maximum of one year and are open to students in their sophomore or junior years. This is not a transfer program; students are expected to return to the SOU campus at the end of their placement. To be eligible, students must have at least a 2.5 grade point average. Applications are due in February for the following academic year.

### Nontraditional/Commuter Student Center

Stevenson Union  
541-552-8238

This center serves as a meeting place and resource center for nontraditional and commuter students. Here you will find a study and lounge space, a TV/VCR, computers, printer, scanner, telephone, and copier. The center sponsors an email term paper delivery service, quarterly workshops, and social activities.

### Personal Counseling

ACCESS Center  
541-552-6213

SOU offers counseling services for students experiencing emotional problems that are impeding their academic or personal progress. Short-term counseling is available to help manage a variety of challenges, including those pertaining to relationships, self-esteem, stress, anxiety, depression, and other personal problems. Counseling staff members typically refer students suffering from addiction-related problems and severe forms of psychological distress to providers in the community at the student's expense.

### Safety and Security

382 Wightman  
541-552-6258 (Emergency: 552-6911)

The Campus Security Office is located on the corner of Wightman and Lee Streets, next to the Physical Education parking lot. Safety and Security is responsible for the entire Ashland campus, including locking all buildings except residence halls, and responding to emergency situations. In life-threatening emergencies, call 911.

### Preprofessional Programs

SOU offers a number of programs in cooperation with professional schools in the Oregon University System. These programs include: chiropractic medicine; dental hygiene; education; law; medical technology; medicine and dentistry; occupational therapy; optometry; pharmacy; physical therapy; physician's assistant; psychology, counseling, social work, or human services; theology; and veterinary medicine. Please see the section on *Preprofessional Programs* on page 151.

### Schneider Children's Center

Old Mill Village  
541-552-8224

This facility is available for the children of SOU-registered students, faculty, and staff. Infant, toddler, and preschool classes are available for children six weeks to six years of age. Accredited by the National Academy of Early Childhood Programs, the center offers a child-centered approach to early education and care. Experiences and relationships are designed to foster emotional, social, cognitive, physical, and aesthetic development.

The Schneider Children's Center is open when class is in session. Hours are 7:30 a.m. to 5:00 p.m. Time is reserved on a quarterly basis. Two nutritious meals and an afternoon snack are served every day at no extra charge. There is a waiting list, so please apply early.

### ACCESS Center

Stevenson Union  
541-552-6213

The ACCESS Center provides many academic resources, including academic advising, personal counseling, career counseling, services for students with disabilities, tutoring, learning skills, and placement testing.

The ACCESS Center is located below the University Bookstore (under the green awning marked "ACCESS Center") on the south side of Stevenson Union.



The primary mission of the ACCESS Center is to help students define and accomplish their academic and personal goals. This mission is achieved through the following actions:

1. Programming focused on the developmental needs of students.
2. Individual and group advising, counseling, career, and academic support services.
3. Collaboration with all other campus units to enhance the intellectual, emotional, and physical development of the student both inside and outside the classroom.
4. Provision of current technology to support student learning and administrative efficiency.

## Student Health Services

Student Health and Wellness Center  
541-552-6136

The mission of the Student Health and Wellness Center (SHWC) of Southern Oregon University is to promote optimal health and well-being among students through quality educational and primary care services that are confidential, convenient, and economical. We tailor our care to the unique needs of students and recognize the importance of health in achieving academic goals.

### STAFF

The SHWC is staffed by dedicated health care professionals, including physicians, nurse practitioners, nurses, a psychiatric mental health nurse practitioner, and a health educator. It is accredited by the Accreditation Association for Ambulatory Health Care, representing the highest standards of care in ambulatory health care centers.

### SERVICES

The SHWC provides such services as diagnosis and treatment of acute and chronic illnesses, care of minor injuries, and gynecological care on an outpatient basis. Laboratory, pharmaceutical, and x-ray facilities are on site. The center is equipped to handle the majority of acute illness and minor trauma cases common to college students. Health education and counseling services are available and encouraged. Free family planning services

are offered to eligible students through the FPEP program, including free birth control supplies and annual exams. Specialized services or prolonged care are referred as needed. The center is open Monday through Friday during daytime hours for the academic term, and closed on holidays and when school is not in session.

### ELIGIBILITY/CHARGES/BILLING

Students taking at least 9 credits are automatically assessed a health service fee each term, which provides eligibility for basic health services at the Health and Wellness Center. It does not cover expenses or services incurred elsewhere for basic health services. Students registered for fewer than 9 credits may use the Student Health and Wellness Center by paying the health fee for that term. There are additional fees for services to all students for prescription and nonprescription drugs, laboratory and x-ray services, and specialized procedures such as elective physicals and minor surgery. Services are not available to dependents of students or to faculty and staff. Additional charges are billed to the student's account and no payment is required at the time of visit.

### Medical Insurance

Southern Oregon University provides a limited health insurance program for all students taking 9 or more credits during the fall, winter, and spring terms. Purchased automatically for students for a small fee each term, this limited plan is designed to assist with medical expenses for most minor illnesses and injuries, including lab costs at the Student Health and Wellness Center. These students may also purchase Southern Oregon University's optional extended insurance program, since the limited plan alone is not sufficient to cover major illnesses or injuries. This insurance program provides extended coverage for students and their eligible dependents.

Enrollment forms are available at the Student Health and Wellness Center and at Business Services and online at [www.sou.edu/health/insurance](http://www.sou.edu/health/insurance). For more information, please contact the Student Health and Wellness Center at 541-552-6136. All foreign students (F-1, F-2, J-1, and J-2 visa holders) are required to carry medical insurance comparable to the medical plan offered by SOU.

### IMMUNIZATIONS

In accordance with state law, students who are registered for 9 or more credits must provide proof of immunization or immunity to measles (rubella) to the Student Health and Wellness Center. Students are encouraged to check with their family physician prior to attending school regarding recommendations for meningitis immunizations.

## Student Union

Stevenson Union  
541-552-6461

Stevenson Union and Student Activities sponsor a variety of programs and events. Extracurricular activities are an important complement to classroom and laboratory activities. Students work with staff and faculty to develop a broad, dynamic program of activities, including art shows, lectures, concerts, films, debates, plays, and publications. Other opportunities for student involvement include student government, clubs, and organizations. See *Student Activities* on page 171 for more information.

### STEVENSON UNION FACILITIES

Stevenson Union is the center of programming and student activities on campus, as well as a major service center for the campus community. It contains meeting rooms, lounging areas, and study spaces. The Union houses the ACCESS Center, food service areas, the Office of International Programs, the Student Affairs office, student government (ASSOU), the University Bookstore, and a variety of student activities and facilities, including Diversions nightclub, the Ecology Center of the Siskiyou (ECOS), the Gallery at Stevenson Union, a student-run radio station (KSOC), the Lost and Found, the Multicultural Student Center, the Nontraditional/Commuter Student Center, the One World Performing Arts Series, the Queer Resource Center, the *Siskiyou* student newspaper, the Student Activities Programming Board, the Student Publicity Center, the *West Wind Review* literary journal, the Women's Resource Center, and clubs and organizations.

The Stevenson Union office schedules the use of rooms in Stevenson Union and handles catering orders for Dining Services.

## Success at Southern

1056 Henry Street, Ashland  
541-552-6062

Success at Southern/Student Support Services is a federally funded TRIO grant program that helps eligible students (low-income or first-generation students, as well as those with disabilities) succeed in college and eventually graduate. Success at Southern provides a range of services, including college success classes; tutoring; academic advising; mentoring; assistance with completing scholarship applications; access to cultural activities; and career, personal, and financial counseling.

## Success at Southern Courses

### LOWER DIVISION COURSES

#### SAS 101, 102, 103 College Success and Academic Development Classes 1 credit each

This sequence is available to students enrolled in the Success at Southern/Student Support Services program. College Success classes have been developed to help facilitate students' academic and personal success in college. While SAS 101 is designed for newly enrolled freshmen, SAS 102 is designed for newly enrolled transfer students with 36 or more credits. Both classes cover the clarification of academic goals, planning, study skills, financial planning, collaborative skills, and assessment targeted at heightening students' understanding of themselves as learners. Academic Development (SAS 103) provides a structured setting in which students may access professional and tutoring support to enhance their academic skills and performance. Specialized SAS 103 courses are provided for student-athletes and for scholarship research and application.

### UPPER DIVISION COURSES

#### SAS 301, 302, 303 Career Exploration, Graduate School Planning, and School-to-Work Transition 1 credit each

Offered in cooperation with Career Services, this sequence is available to both Success at Southern/Student Support Services students and other undergraduate students. Career Exploration (SAS 301) focuses on clarification of career and academic goals, such as choosing a major. Students are encouraged to begin or continue practicum, service-learning, or internship experiences aligned with their career goals. Graduate School Planning (SAS 302) is designed for juniors who are considering graduate school. This course helps students respond to questions about graduate school, such as the following: Is graduate school right for me? How do I apply? How do I finance graduate school? How do I prepare to take the entrance exams?

School-to-Work Transition (SAS 303) focuses on the transition from the academic environment to employment in one's chosen career field. The course covers finding and applying for jobs, creating a resumé and cover letter, interviewing, job negotiating, and coping with the anxiety that may accompany this process.

## Veterans Referral Services

ACCESS Center  
541-552-6213

Student veterans in the ACCESS Center are available to assist veterans in such areas as readjustment to civilian and academic life, academic advising, and other special needs. The veterans clerk in the Registrar's Office is responsible for certifying attendance of veterans enrolled at SOU. Veterans who expect to receive benefits from the Veterans Administration must contact the veterans clerk to be certified.

## Women's Resource Center

Stevenson Union  
541-552-6216  
www.sou.edu/wrc

The Women's Resource Center (WRC) provides programs and services that enhance the quality of life for students at Southern Oregon University. Throughout the year, an array of events and services are offered pertaining to safety, health, creativity, social change and coalition building. The center provides a library of feminist literature and a safe space for students to relax. WRC peer advocates are committed to providing resources and information for assault victims and support for their decisions. The center is the official collection site for confidential and anonymous reports of sexual misconduct. For more information, call 541-552-6216.

## Queer Resource Center (QRC)

Stevenson Union  
541-552-8329

The Queer Resource Center (QRC) is a safe space for lesbian, gay, bisexual, and trans students, faculty, and staff and their allies. The mission of the center includes social, educational, outreach, and advocacy goals. The center has a resource library, work-study students, volunteer staff, and a thirty-hour/week staffperson. The QRC holds various activities during the school year, including Erotic Week, Erotic Ball, "Coming Out"/Pride Month, and weekly discussions. Safe-sex supplies are also offered during office hours. For confidential advising and information, the director can be reached at 541-552-8328.

# Student Activities

## Activities Programs

Stevenson Union  
541-552-6461

Extracurricular activities give students opportunities to develop leadership skills and broaden their university experience. They also provide an avenue for expressing special talents and accelerating personal growth.

Stevenson Union serves as the hub for student activities, services, programs, and other campus amenities. The professional staff in Stevenson Union advise and assist students with planning activities. The staff also offer suggestions on ways for students to become involved in campus and community activities.

## Art

The Center for the Visual Arts (CVA) is home to six student-managed art galleries that feature exhibitions of artwork by current SOU art students, as well as work by regional and national contemporary artists. The CVA comprises the Thorndike, Retzlaff, Cascade, Meyer, Jeld-Wen, and Art Department Chair's Galleries. Exhibition schedules and information on proposing exhibitions are available in the Art Department.

### THE GALLERY AT STEVENSON UNION

The Gallery coordinates continuous exhibitions of contemporary art. Students manage, staff, and select the exhibits, gaining practical experience in art and art management.

## Cocurricular Programs

### STUDENT ACTIVITIES PROGRAM BOARD

The Student Activities Program Board (SAPB) comprises paid student managers, student volunteers, and student representatives of campus groups. The SAPB is dedicated to improving the quality of life at SOU through event-planning, collaboration, and increased student involvement. SAPB presents regular free entertainment and annual events, including Homecoming, Raider Welcome Days, and movie nights. Activities may include live music, comedy, novelty acts, specialty games, or other interesting and fun activities, as determined by the board.

### Music

The Music Department offers many opportunities for students to perform, including Concert Choir, Chamber Choir, Vocal Jazz Ensemble, Opera Workshop, Symphonic Band, Instrumental Jazz Ensemble, Rogue Valley Symphony Orchestra, Youth Symphony of Southern Oregon, Saxophone Quartet, Clarinet Ensemble, Percussion Ensemble, Woodwind Quintet, Gamelan Ensemble, and Performing Chamber Ensemble. These groups provide a varied program of concerts and recitals, in addition to solo recitals by music students and faculty.

SOU's Music Recital Hall hosts several performing arts organizations. The Rogue Valley Symphony Orchestra, Chamber Music Concerts, One World Music Series, Southern Repertory Singers, and Oregon Festival of American Music provide student tickets at minimal cost. Touring ensembles and soloists, often with international reputations, are scheduled throughout the school year.

### INTER-RESIDENCE HALL COUNCIL

The Inter-Residence Hall Council (IRC) is a representative group of students who live in the residence halls. Throughout the year, IRC provides a variety of educational and social programs, including contests, dances, and educational programs.

### THEATRE ARTS ACTIVITIES

As an outgrowth of its regular academic program, the Theatre Arts Department produces a variety of dramatic productions. The productions enhance the artistic and cultural climate of the University and southern Oregon communities. Both classic and contemporary plays are offered. Recent productions include *Bram Stoker's Dracula*, *The Crucible*, *Top Girls*, *Waiting for Godot*, *The Musical Comedy Murders of 1940*, *Zastrozzi*, *Elephant Man*, *Angels in America*, *Rosencrantz & Guildenstern Are Dead*, *Medea*, *The Laramie Project*, *Cabaret*, *Candide*, *Alaska Stories*, and *The Caucasian Chalk Circle*. At least one production is offered each season in a popular dinner theatre format.

The productions are well-attended by students, faculty, staff, and the general public. There are also experimental, student-directed showcase and thesis productions throughout the year.

Competitive auditions are open to all students, regardless of major. Students are encouraged to inquire about the possibilities of work in acting, stage scenery, costuming, stage lighting, and theatre business. Academic credit may be offered for work in these areas.

Designated a Center of Excellence in the Fine and Performing Arts by the Oregon University System, SOU makes every effort to elevate the standards of achievement in acting, directing, and design to the level of professional theatre.

The theatre complex houses the Dorothy Stolp Stage, a 327-seat open stage theatre; a 100-seat experimental "Black Box" theatre; and fully equipped scenery and costume shops. This professional complex offers students opportunities to gain experience in lighting, sound, scenery, and costuming.

One of the most successful regional theatres in the United States, the Tony-Award-winning Oregon Shakespeare Festival is located in Ashland. A repertory of both classic and contemporary plays is offered during the festival's nine-month season. Students have an opportunity to buy rush seats at reduced prices when tickets are available.

As part of the theatre arts program, outstanding students are able to work as interns at the festival, where some receive full-time employment upon graduation.

## Ecology Center of the Siskiyou

This center works closely with students and the administration to develop programs and environmental policies that benefit and enhance the campus community. The center provides access to internships and job openings in the environmental field, in addition to presenting speakers and special events related to environmental issues. The center houses educational resources such as journals, magazines, and videos. It also operates the campus recycling program, a bike repair and rental program, and a campus-community garden.

## Government (ASSOU)

Associated Students of Southern  
Oregon University  
Stevenson Union  
541-552-6653/6655

The Associated Students of Southern Oregon University (ASSOU) represents the interests of students on campus, in the community, and at the state and national levels. The organization consists of a cabinet headed by an elected president and executive vice president, with an elected senate representing academic schools and special student populations.

Student government provides opportunities for students to voice their opinions and become actively involved in the campus governance process. Students may also participate in University decisions by serving on one of the numerous student/faculty committees. Interested students are encouraged to drop by the ASSOU Office.

## Honors and Awards

### HONOR AND RECOGNITION SOCIETIES

Southern Oregon University has many national honorary and professional organizations that enhance the educational experience. National affiliations include student chapters in:

Alpha Kappa Delta  
Alpha Lambda Delta  
Alpha Phi Sigma  
Beta Beta Beta

Churchill Scholars  
Kappa Delta Pi  
National Residence Hall Honorary  
Omicron Delta Epsilon  
Omicron Delta Kappa  
Phi Alpha Theta  
Phi Beta Lambda  
Phi Kappa Phi  
Phi Sigma Iota  
Psi Chi  
Sigma Beta Delta  
Sigma Pi Sigma  
Sigma Xi  
SOU Nursing Honor Society

### SPECIAL HONORS

Each year, faculty nominate the most outstanding students for membership in *Who's Who in American Colleges and Universities*. Students are chosen on the basis of academic excellence, participation in campus activities, and service to the University and community.

In the spring, two special recognition functions are held to honor outstanding students: the Honors and Awards Banquet recognizes outstanding scholars, and the Student Leadership Celebration provides recognition for students who have excelled in leadership and cocurricular activities.

### PRESIDENT'S AND DEAN'S LISTS

At the close of each term, the provost announces the president's and dean's lists. The dean's list contains the names of all students who have completed at least 12 graded credits with a GPA ranging from 3.5 to 3.99 during the term. The president's list contains the names of all students who have completed 12 graded credits with a 4.0 GPA during the term.

## KSOC

Stevenson Union  
541-552-8762

A student-run, public access cable and Internet radio station, KSOC was created in 1998 as a cooperative venture between students and Rogue Valley Community Television (RVTV). KSOC is heard over RVTV, cable channel 31, and on the Web at [www.ksoc.net](http://www.ksoc.net). KSOC cable-casts student- and public-produced programming during non-television programming hours.

The KSOC station provides a unique voice for students who find expression through music and live programming. It also cosponsors many live performances with other student programs. KSOC is located on the lower level of Stevenson Union and can be reached at 541-552-8762.

## Diversions Nightclub

Stevenson Union, Lower Level  
541-552-6059

Located on the first floor of Stevenson Union, Diversions offers students an alcohol-free place to relax and unwind after a long week of school. The nightclub hosts a wide range of bands, deejays, dancing, food, and contests. Diversions is supported by student fees and the student union.

## Student Organizations

### Activities Corner

#### Stevenson Union

Student clubs and organizations reflect the diversity at SOU. Through programs, events, and social activities, these groups address various interests, provide professional development opportunities, and add to SOU's cocurricular education.

Organizations are perhaps the easiest way for students to meet others with similar interests. Workshops are regularly offered to club members to encourage interaction and help groups meet particular goals.

Special funding is available for various organizational programs through the Inter-Club Council. The following is a representative list of active organizations:

### ACADEMIC AND PREPROFESSIONAL

Accounting Student Association  
Council for Exceptional Children  
Economics Club  
International Studies Club  
Jefferson State Geographic Society  
Percussive Arts of Southern Oregon  
Philosophy Club  
Pi Rates (Math Club)  
Psi Chi Honor Society  
Psychology Club  
Quantum Maniacs  
Southern Oregon Fine Arts Students (SOFAS)  
SOU Anthropological Society  
Southern Oregon University Associated Students  
SOU Chemistry Club  
SOU Criminology Club  
SOU Non-Profit Student Association  
SOU Senior Honor Society  
SOU Sequential Art Club (SOUSAC)  
Women's Studies Club

### COMMUNITY SERVICE AND SOCIAL ISSUES

Challenge Club  
College Republicans  
Ecology Center of the Siskiyou (ECOS)  
Environmental Studies Club  
Media Collective  
Oregon Student Public Interest  
Research Group (OSPIRG)  
Students for Seasonal Workers  
Women's Resource Center

### LANGUAGE AND MULTICULTURAL

Black Student Union  
Cercle Francophone  
German Club  
Ho'opa'a Hawai'i  
International Students Association  
Latino Student Union  
Lesbian Bisexual Gay Trans and  
Allies Student Union (LBGTASU)  
Native American Student Union  
Spanish Club

### RELIGIOUS AND SPIRITUAL

Campus Crusade for Christ  
Jewish Student Union  
Newman Club

### SOCIAL CLUBS

Aikido Club  
Game Development Club  
Mountain Bike Club  
Movie Producers Association



Society for the Preservation of  
Abnormal Mentality (SPAM)  
Ski and Board Club  
SOU Boxing Club  
Students for Creative Anachronism  
Water Polo Club  
Wizards Guild

## The Outdoor Program

McNeal Hall  
541-552-6470

The Outdoor Program (ODP) facilitates classes, trips, and an extensive rental program for SOU students, faculty, and staff. Call for the hours of the on-campus climbing gym and kayaking pool, which are open evenings. A resource library of outdoor books, magazines, and maps are available at the office. Participants are encouraged to experience ongoing activities or initiate those that represent their specific outdoor interests using ODP resources.

## Religious Activities

The Newman Center, Omega House, and Latter Day Saints Institute are adjacent to campus and cooperate in sponsoring programs throughout the year. Social and educational activities are offered on and off campus.

## Student Publications

*SISKIYOU* NEWSPAPER  
Stevenson Union  
541-552-6307

The *Siskiyou* newspaper is published weekly and distributed on campus and at selected community locations. The student staff gains experience in journalism and newspaper advertising. Students in management positions receive a monthly stipend. Staff may earn academic credit through the Communication Department.

*WEST WIND REVIEW*  
Stevenson Union  
541-552-6518

The *West Wind Review* is an annual literary journal of poetry, short fiction, photography, and art by international, local, and student writers and artists. The student editor and staff are responsible for editing, producing, and marketing the journal. They also organize poetry readings and various events on campus and in the community. The editor receives a monthly stipend. Students may earn academic credit for practicum experience.

## Student Publicity Center

Stevenson Union  
541-552-6495

The Student Publicity Center (SPC) is a graphic design center that produces a variety of camera-ready layouts, including flyers, newsletters, brochures, and resumé's, as well as banners and signs. Students gain practical experience in computer graphics, electronic press, design, typesetting, illustration, and sign-painting. Staff members receive an hourly wage and may earn academic credit for practicum experience.

## Sports

McNeal 138  
541-552-6772

Southern Oregon University offers intercollegiate, intramural, and club sports activities. Athletic facilities are open to students when school is in session. These facilities include an indoor swimming pool, five racquetball courts, a climbing wall, a fitness center, twelve tennis courts, three basketball gymnasiums, a dance studio, a track, and a fully equipped stadium.

### Varsity Program

The Southern Oregon University Raiders are members of the National Association of Intercollegiate Athletics (NAIA) and compete in the Cascade Collegiate Conference. Football competes as an NAIA independent, and wrestling is a member of the Northwest Wrestling Conference. Men's teams comprise basketball, cross country, football, track and field, and wrestling. Women's teams consist of basketball, cross country, soccer, softball, tennis, track and field, and volleyball.

### Intramural Sports

A majority of the student body participates in intramural activities. Women's intramurals include basketball, soccer, softball, track and field, volleyball, flag football, golf scramble, rock climbing, and mountain bike racing, while the men's teams comprise basketball, cross-country, flag football, soccer, golf scramble, rock climbing, and mountain bike racing.

### Club Sports

Club sports are school activities that are not funded as varsity team sports. Club sports vary from year to year based on student interest. Active clubs presently include LaCrosse, judo, men's and women's crew, rugby, skiing, and soccer. An extensive intramural program is offered throughout the year for all SOU students.

# Academic Outreach and Enrichment

## Extended Campus Programs

Extended Campus Programs Building  
541-552-6331

Extended Campus Programs (ECP) advances the mission of Southern Oregon University throughout the region by developing and delivering a wide range of innovative educational programs that meet the academic, professional development, and personal enrichment needs of a diverse population. ECP uses entrepreneurial strategies, collaborates with departments and faculty of the University, and establishes partnerships with businesses, public institutions, and community organizations to provide accessible and conveniently scheduled lifelong learning opportunities for people of all ages.

The major subdivisions within ECP include Summer Session, Medford Programs, and Distance Learning. ECP also manages the following programs:

**Credit Programs.** Continuing education credit courses; courses sponsored under contract with a school district, business, or organization; and high-school-to-college-transition programs (Advance Southern Credit and Early Entry).

**Noncredit Programs.** Community Education; SOU Youth Programs (Academy, enrichment classes, summer camps, and academic competitions); senior programs (Elderhostel, Senior Ventures, and Southern Oregon Learning in Retirement (SOLIR)); training (computers, medical office certificate, nonprofit management, and organization development); arts enrichment classes; conferences; workshops; and special programs.

Information about these programs is available at SOU's Ashland and Medford campuses and at [www.sou.edu/ecp](http://www.sou.edu/ecp). Class schedules and program brochures are mailed upon request.

### Lecture Series

The following endowed lecture series chairs have been established through the SOU Foundation.

#### SCHOOL OF BUSINESS

*Ashland Daily Tidings Chair in Advertising*  
Endowed by the *Albany Democrat Herald* newspaper and the Capital Cities Foundation. Advertising industry leaders conduct workshops and lead discussions on contemporary issues in advertising.

*Glenn L. Jackson Chair on Business Ethics*  
Endowed by Cynthia Ford in memory of her father, Glenn L. Jackson. Business leaders bring to the campus and community an astute awareness of current ethical problems in the national and international business environment.

*Tyran Chair on the Free Enterprise System*  
Endowed by Ben and Jeanne Tyran. Leaders speak about the opportunities provided to the individual by the free enterprise system and its benefits to society.

#### SCHOOL OF ARTS AND LETTERS

*Thomas W. Pyle First Amendment Forum*  
Sponsored by the *Ashland Daily Tidings* and named after longtime SOU professor of journalism Thomas Pyle. Speakers address issues related to the First Amendment, with particular emphasis on the rights of free press and speech.

#### SCHOOL OF SCIENCES

*Kieval Lecture Series*  
Endowed by Harry S. Kieval. Speakers address broad, popular aspects of mathematics that are attractive to undergraduates and the general public. Speakers meet with students and faculty informally in addition to giving two to four public lectures.

#### NURSING

*John and Nora Darby Chair*  
Endowed by the John and Nora Darby Heart Fund. Established to link the southern Oregon community with nationally recognized experts in the area of cardiovascular disease prevention, treatment, and rehabilitation. The lectures are for the campus community, health care providers, and the general public.

*Betsy LaSor Lectureship*  
Endowed by friends and family of Betsy LaSor. Includes annual seminars and colloquia by prominent nursing leaders, who provide perspectives on key contemporary health care issues for nurses, nursing students, other health care professionals, and the general public.

#### SCHOOL OF SOCIAL SCIENCE AND HEALTH & PHYSICAL EDUCATION

*Daniel Meyer Memorial Chair*  
Endowed by Al and Margaret Meyer. This chair provides for two annual health enhancement lecture series, one series emphasizing health-related fitness areas, the other focusing on drug and alcohol education.

*Florence Hemley Schneider Chair*  
Endowed by William and Florence Schneider. The charge of this chair is to demonstrate the ability of the social sciences to improve social decisions by empowering individuals. Speakers are encouraged to meet with students in small workshops in addition to their public lectures.

#### INTERDISCIPLINARY

*Frank J. Van Dyke (Honors) Chair*  
Endowed by friends of Frank J. Van Dyke. Experts in the field of professional ethics discuss the concepts of ethics and how they apply to teaching and education, medicine, science, research, technology, and social and corporate responsibility.

### Shakespeare Studies

Britt 125  
541-552-6904

Alan Armstrong, Director  
Connecting academic study of Shakespeare with theatrical performance, the Center for Shakespeare Studies draws on a national network of leading Shakespeare scholars and the Oregon Shakespeare Festival to deliver innovative programs such as the Shakespeare Studies minor (see *Interdisciplinary Minors* on page 143). Varying in scope from the local to the national, center projects serve SOU students, middle and high school students, teachers, Shakespeare scholars, and playgoers.

Since 1987, the National Endowment for the Humanities (NEH) has supported Shakespeare in Ashland: Teaching from Performance, the center's national summer institute for secondary teachers. Other annual events include a symposium on the festival's spring Shakespeare play, a Shakespeare-on-film lecture series, and community education Shakespeare courses. Each year, 3,000 students enroll in the center's Shakespeare programs for visiting school groups. These programs include lectures on Shakespeare and Elizabethan/Jacobean theatre; exhibitions of Renaissance costume, music, and dance; and performance workshops.

### Summer Session

Extended Campus Programs Building  
541-552-6331

Southern Oregon University offers a comprehensive Summer Session program of regular University courses and specialized workshops, seminars, and institutes. Classes range in length from a weekend to eight weeks. Instruction is provided by University faculty, visiting scholars, scientists, educators, and other professionals. Course schedule and details are available at [www.sou.edu/summer](http://www.sou.edu/summer).

## Community Resources

### Jefferson Public Radio

Central 022  
541-552-6301

Southern Oregon University operates Jefferson Public Radio (JPR), a network of twenty radio stations and thirty-six translators serving 70,000 square miles of southern Oregon and northern California. The stations, which feature three separate and distinct program services, provide the only public radio service for most portions of the listening area, thus serving a significant role in the cultural life of the region.

JPR offers a mixture of classical, jazz, and folk music, as well as news and public affairs programs of both national and local interest. JPR has been recognized nationally by the Corporation for Public Broadcasting for the quality of its program production. The stations are affiliated with the Metropolitan Opera Network, the Western States Public Radio, Public Radio International, National Public Radio, and the Associated Press. JPR stations are funded by the state of Oregon, the Corporation for Public Broadcasting, and the JPR Listeners Guild.

Jefferson Public Radio is staffed by nineteen full-time personnel and numerous students and volunteers. Many students have turned skills acquired at Jefferson Public Radio into radio or television broadcasting careers. JPR invites participation by students from various academic areas (e.g., political science students produce public affairs programs; music majors serve as commentators on music programming).

Supervised by a professional news director, the network's news department offers another opportunity for students to experience collecting, reporting, editing, and producing news reports of local and regional interest. Jefferson Public Radio produces weekday morning newscasts and an award-winning afternoon regional news magazine, the *Jefferson Daily*.

The *Jefferson Monthly* publication contains program information, an arts calendar, articles about southern Oregon and northern California, and a section of prose and poetry. Students interested in writing or providing artwork for publication are invited to inquire at the Jefferson Public Radio office.

#### JEFFERSON PUBLIC RADIO FOUNDATION

The Foundation raises money to supplement federal and state funds supporting the campus-based Jefferson Public Radio network of public radio stations serving southern Oregon and northern California. It publishes the magazine *Jefferson Monthly* as a service to its members. The JPR Foundation has restored the 1935 art deco Cascade Theatre in Redding as a community performing arts center. It also operates Jfnet, a public, nonprofit Internet access service.

**Rogue Valley Community Television**

1525 Webster Street (next to McNeal Pavilion)

541-552-7888

www.roguetv.org

Established in 1989, Rogue Valley Community Television (RVTV) provides public, education, and government access television services to approximately 72,000 subscribers in Jackson and Josephine Counties.

RVTV produces community-made cable television programming from its multimedia center on Webster Street, next to McNeal Pavilion. RVTV provides government and public access services for the cities of Medford and Ashland and the Boards of Commissioners for Jackson and Josephine Counties.

Rogue Valley Television is home of the new media arts video production and film concentration. Studio and digital editing facilities provide hands-on experience for students enrolled in video production classes. Equipment for the academic program is provided by RVTV funds. For more information on the media arts program, contact Howard Schreiber at 541-552-8890 or [schreiber@sou.edu](mailto:schreiber@sou.edu).

RVTV courses offer a range of opportunities for students to become involved in video production for various organizations and governments. Students who participate in activities at Rogue Valley Community Television are hired for paying jobs. Both work-study and non-work-study jobs are available. Contact RVTV for more information. Students are hired or receive academic credit as producers, editors, directors, master control playback operators, and production assistants for RVTV productions throughout the year.

RVTV operates five local cable channels. RVTV channels are available live via the Internet and twenty-four hours a day via video-on-

demand Internet service. RVTV also operates a video remote production truck that provides on-location live broadcasts in the Rogue Valley.

RVTV's multimedia center opened in January 2004 and brings together community-producers, students, and citizens in the instruction and distribution of "responsible local media." RVTV provides a welcoming place that fosters diversity of opinion and thought.

Several hundred SOU students have participated in activities helping to "build community through television." We welcome all students to check out the media arts program. Schedules and other information are available at our Web site: [www.roguetv.org](http://www.roguetv.org).

**Schneider Museum of Art**

541-552-6245

The Schneider Museum of Art (SMA) is a major resource for visual arts in southern Oregon. It presents a balanced slate of exhibitions and special projects, ranging from historical perspectives on art to progressive contemporary art. Exhibitions change every six to eight weeks.

Museum programs include gallery talks by visiting artists, films, workshops, and artist studio visits. An active docent program offers tours of the museum's exhibitions to schools, families, seniors, and other groups. Past exhibitions and events have featured such prominent artists as Andy Warhol, Raymond Saunders, Gaylen Hansen, Andy Goldsworthy, Dale Chihuly, James Luna, and Jacob Lawrence; sculptors Richard Notkin and Deborah Butterfield; photographers Dihn Q. Le and Carrie Mae Weems; and installation artist Judy Pfaff.

The museum offers practicum and work-study positions. Students may serve as attendants, assist in exhibition installations, work with the museum's permanent collection, and aid with other aspects of museum work.

**Small Business Development Center**

673 Market Street

Medford 97504

541-772-3478

The Small Business Development Center (SBDC) provides free management counseling, low-cost technical assistance, and training to small businesses and entrepreneurs. The center's resources include books, videos, periodicals, pamphlets, and reports on owning and operating a business.

## Institutional Advancement

Plunkett Center

541-552-6127

Institutional Advancement serves to enhance the University's mission through outreach to the community and the various constituencies the University supports. The primary functions of the Office of Institutional Advancement are development, alumni relations, marketing, public relations, and University publications.

**Development Office**

Plunkett Center

541-552-6127

The Development Office seeks to raise funds to help meet the most critical programs and needs of the University. By building relationships with people concerned for Southern Oregon University and its programs, the development staff invite interested individuals to support the University through a variety of giving opportunities.



## Alumni Relations

Plunkett Center

541-552-6361 / 800-501-7672

The Alumni Relations Office serves as a link between Southern Oregon University and its alumni. It strengthens ties with alumni, publicizes their achievements, and sponsors events and programs that are of interest and benefit to the University, current students, and alumni.

## Marketing and Public Relations Office

541-552-6421

The Marketing and Public Relations Office provides up-to-date information on University activities to the community, region, state, and nation. The office seeks to advance Southern Oregon University as a regionally responsive, nationally recognized, and internationally engaged institution by ensuring that information is readily available about special programs, faculty, students, and the exceptional opportunities available at Southern.

## Publications Office

541-552-6155

The Publications Office provides editing, design, and production services for Southern Oregon University. By presenting a unified image throughout the University's publications, the office seeks to increase public recognition and awareness of Southern Oregon University. The Publications Office strives to convey the message of Southern's mission and its unique opportunities for students and the community.

## Community Organizations

### SOUTHERN OREGON UNIVERSITY ADVISORY BOARD

Churchill 125

541-552-6111

The Southern Oregon University Advisory Board facilitates communication between the University and its constituencies. The approximately twenty-five members of the Board are from the southern Oregon region and play an active role

in advising the University administration. They provide the SOU president with an external perspective and information about SOU's impact on the region and the state as a whole, including ideas about strategic opportunities for SOU to enhance its service, quality, and value. The Board offers advice on matters of strategic planning and initiatives, as well as ways of enhancing SOU's external support and alliances. Advisory Board members are advocates for Southern and offer perspectives from a variety of constituencies and communities. The Advisory Board also assists the president with special projects.

### SOUTHERN OREGON UNIVERSITY FOUNDATION

Plunkett Center

541-552-6127

The SOU Foundation was established in 1959 to enhance the quality of education offered by the University through volunteer efforts and contributions in support of the University's strategic goals. The Foundation Board of Trustees consists of thirty-two members from Oregon and the nation. The Finance and Administration Office is entrusted with the stewardship of gifts to Southern Oregon University and ensures that funds are used in accordance with donor stipulations.

## Affiliated Organizations

### ALUMNI ASSOCIATION

The mission of the Alumni Association is to perpetuate the bond between Southern Oregon University and its former students. An elected volunteer board responsible for directing the association's activities and programs, the Alumni Association is governed by a desire to best meet Southern's alumni needs.

### CHAMBER MUSIC CONCERTS

Chamber Music Concerts presents eleven performances by world-class artists throughout the season and supports the SOU community with educational programs and reduced prices on concert tickets for faculty, staff, and students.

### FRIENDS OF HANNON LIBRARY

The Friends of Hannon Library organization fosters a close relationship between the Lenn and Dixie Hannon Library and the residents of the larger community. In addition to assisting with the development of library resources and services for the students, the Friends of Hannon Library provides an active forum for interchange of information about books and writing by sponsoring lectures and literary events.

### FRIENDS OF THE SCHNEIDER MUSEUM OF ART

The Friends of the Schneider Museum of Art is a community-based organization supporting museum and visual arts at Southern Oregon University. Friends actively participate in museum programs and provide a link between the museum and the community.

### RAIDER CLUB

The Raider Club works to build support and encourage interest and participation in intercollegiate varsity sports at Southern Oregon University. The major goal of this group is to raise funds for student-athlete scholarships.

# Administration and Faculty

## General Administration

Elisabeth Zinser, PhD, President of Southern Oregon University

Earl H. Potter III, PhD, Executive Vice President and Provost

James E. Main, MA, Vice President for Finance and Administration

Joe Rich, PhD, Vice President for Student Life (Interim)

Jacqueline Schad, BA, Vice President for Institutional Advancement/Executive Director of the SOU Foundation

## Academic Affairs

Earl H. Potter III, PhD, Executive Vice President and Provost

Paul Steinle, MBA, Associate Provost for Curriculum and Personnel

Barbara Scott, MBA, Associate Provost for Extended Campus Programs

## School Deans

Edwin L. Battistella, PhD, Arts and Letters

Sebastian Sanzberro, MS, Business (Interim)

Geoffrey Mills, PhD, Education

Joseph L. Graf Jr., PhD, Sciences

Josie Wilson, PhD, Social Science and Health & Physical Education (Interim)

Sandra Theis, PhD, Associate Dean, OHSU Nursing at SOU

## Department Chairs

Cody Bustamante, MFA, Art

Stewart Janes, PhD, Biology

René Ordoñez, PhD, Business

Thomas Keevil, PhD, Chemistry

Susan Walsh, PhD, Communication

Dan Wilson, PhD, Computer Science

Lee Ayers-Schlosser, EdD, Criminology and Criminal Justice

Linda Wilcox Young, PhD, Economics

William Greene, PhD, Education

Bill Gholson, PhD, English and Writing

Marianne Golding, PhD, Foreign Languages and Literatures

Susan Reynolds, PhD, Geography

Charles Lane, PhD, Geology

Donna Mills, PhD, Health & Physical Education

Karen Sundwick, PhD, History

Deborah Hollens, MA, Hannon Library

Kemble Yates, PhD, Mathematics

Paul French, DMA, Music

Panos Photinos, PhD, Physics

Paul Pavlich, JD, Political Science

Lani Fujitsubo, PhD, Psychology

Jean Maxwell, PhD, Sociology and Anthropology

Chris Sackett, MFA, Theatre Arts

## Academic Services

Mara Affre, MEd, Assistant Vice President for

Enrollment Services and Director of Admissions

TBD, Director of Career Development and

Community Partnerships

TBD, Director of Financial Aid

Sandra Coyner, PhD, Director of Honors Program

Teresa Montgomery, MA, Professor of Library

and Information Science; Director, Hannon Library (Interim)

Sarah Stevens, PhD, Senior Program Advisor, International Programs

Michael J. Corcoran, BS, Registrar

Teri O'Rourke, BA, Director of Information Technology

Vicki Purslow, EdD, Director of Medford Campus

## Administrative Services

James E. Main, MA, Vice President for Finance and Administration

Cynthia Beckwith, MS, Associate Vice President for Human Resource Services

Nan Russell, Assistant Director of Payroll, Benefits, and Student Employment

Pam Curl, Mail Services Supervisor

Kate DeWayne, MA, Associate Director of Facilities Management and Planning, Finance and Administration

Deborah Drost, MiM, Director, Administrative Services

Steve Larvick, MBA, Chief Accountant

Albert L. McCoy, MBA, Budget Director

Craig Morris, MiM, Director of Business Services

Byron Patton, Director of Safety

Eric Rodriguez/Steve Ross, Director of Security (Interim)

Beth Sunitich, BA, Contracts Officer and Purchasing Manager

Daniel Verner, Manager of Duplicating Services

## Institutional Advancement

Jacqueline Schad, BA, Vice President for Institutional Advancement/Executive Director of the SOU Foundation

Margaret Graham, BS, Director of Alumni Relations

TBD, Associate Vice President of Marketing and Public Relations

Christina Dunlap, BA, Public Relations Coordinator

David Bylsma, BA, Database Manager

Alice Geankopolis, BA, Director of Development

Melissa L. Michaels, BA, Director of Publications

Ronald Theberge, BA, Director of Finance and Administration, SOU Foundation

## Student Affairs

Joe Rich, Vice President for Student Life (Interim)

Margaret Dibb, MS, Director of Disability Services for Students

TBD, Director for Student Activities and Leadership

Sarah Ann Hones, EdM, Director of Academic Advising

Laura O'Bryon, PhD, Dean of Students

Michael Brown/Camilla Picollo, Director of Food Services (Interim)

Kathleen McNeill, PhD, Director of Success at Southern

Diane Potratz, MSW, Director of Student Health and Wellness Center

Tannia Shewman, BA, Director of Bookstore

Ruth Stoddard, Director of Housing and Residential Living (Interim)

Allan Weisbard, MSW, Director of Counseling Services

## Raider Athletics

Dennis Francois, PhD, Director of Athletics and Recreational Sports

## Faculty

Dates in parentheses indicate year of appointment at Southern Oregon University.

## [A]

**Arnold H. Abrams, PhD (1981)**

Professor of Education. BA, 1975, San Diego State University; MA, 1981, PhD, 1985, Oregon State University.

**Lynn Ackler, PhD (1997)**

Assistant Professor of Mathematics. BA, 1958, MA, 1963, Ohio State University; PhD, 1971, Lehigh University.

**Patricia Jay Acklin, MS (1988)**

Assistant Professor of Geography. BS, 1978, MS, 1991, Southern Oregon State College.

**S. M. Shamsul Alam, PhD (1991)**

Associate Professor of Sociology. BA, 1976, MA, 1978, Dhaka University; MA, 1982, Queen's University, Ontario, Canada; PhD, 1991, University of Oregon.

**J. Tangren Alexander, PhD (1974)**

Associate Professor of Philosophy. BA, 1963, PhD, 1975, University of Oregon. Emerita since 2003.

**Marlene Alt, MFA (1991)**

Professor of Art. BFA, 1981, Moorhead State University; MFA, 1986, University of California, San Diego.

**Alma R. Alvarez, PhD (1996)**

Associate Professor of English and Writing. BA, 1989, California State University, Dominguez Hills; MA, 1992, PhD, 2000, University of California, Santa Barbara.

**Connie J. Anderson, MLIS (1988)**

Professor of Library and Information Science, Business Reference Librarian. BSEd, 1975, North Dakota State University; MLIS, 1983, University of California, Berkeley; MS, 1991, Southern Oregon State College.

**Michael W. Andrews, PhD (1995)**

Professor of Psychology. BS, 1970, Oregon State University; PhD, 1984, University of California, Davis.

**Alan R. Armstrong, PhD (1986)**

Professor, Director of Shakespeare Studies. BA, 1969, Ohio Wesleyan University; MA, 1973, PhD, 1975, Cornell University.

**Lee E. Ayers-Schlosser, EdD (1998)**

Associate Professor of Criminology and Criminal Justice. Chair, Department of Criminology and Criminal Justice. BA, 1985, National University; MEd, 1997, Southwestern Adventist University; PhD, 2001, Southwest University; EdD, 2001, NOVA Southeastern University.

## [B]

**Curtis J. Bacon, DBA (1987)**

Professor of Business. BS, 1979, MBA, 1981, North Dakota State University; MS, 1987, University of Oregon; DBA, 1996, Southern Illinois University.

**Thomas H. Bacon, MS (2002)**

Assistant Professor of Computer Science. BS, 1992, University of Alaska, Anchorage; MS, 1996, Stanford University.

**Edwin L. Battistella, PhD (2000)**

Professor of English and Writing. Dean, School of Arts and Letters. BA, 1976, Rutgers College; MA, 1979, PhD, 1981, City University of New York.

**Amy T. Belcastro, MA (2001)**

Assistant Professor of Education. BA, 1988, University of California, Santa Cruz; MA, 1996, California State University, Sacramento.

**Rhett L. Bender, DMA (1996)**

Associate Professor of Music. BM, 1992, Iowa State University; MM, 1994, DMA, 2000, University of Georgia.

**Kimberly R. Boehler, MS (2000)**

Instructor of Art. BA, 1978, San Jose State University; MS, 1994, Southern Oregon State College.

**Cody A. Bustamante, MFA (1986)**

Professor of Art. Chair, Department of Art. BA, 1978, Humboldt State University; MFA, 1981, University of California, Irvine.

## [C]

**Todd F. Carney, PhD (1993)**

Associate Professor of History. BS, 1987, MA, 1989, Utah State University; PhD, 1995, University of Oregon.

**Daniel M. Cartwright, MPE (1984)**

Associate Professor of Health Education. BA, 1968, MPE, 1972, Idaho State University.

**Al B. Case, MS (2001)**

Assistant Professor of Business. BS, 1993, MS, 1993, Brigham Young University.

**Mary Jane M. Cedar Face, MLS (1993)**

Professor of Library and Information Science. BA, 1977, Douglass College, Rutgers University; MLS, 1989, MA, 1991, Rutgers University.

**Anne F. Chambers, PhD (1987)**

Professor of Anthropology. BA, 1972, MA, 1976, PhD, 1983, University of California, Berkeley.

**Douglas A. Chapman, PhD (1993)**

Professor of Chemistry. BS, 1983, Northern Arizona University; PhD, 1988, Arizona State University.

**Peggy G. P. Cheng, PhD (1985)**

Professor of English and Writing. BA, 1970, University of Malaya, Malaysia; Diploma in Education, 1971, University of Singapore; MEd, 1982, PhD, 1985, Pennsylvania State University.

**Prakash R. Chenjeri, MA (1993)**

Instructor, Director of Philosophy. BA, 1978, MA, 1980, Bangalore University, India.

**Charles Mark Chilcoat, PhD (1988)**

Professor of Communication. BSEd, 1973, University of Tennessee, Knoxville; MEd, 1980, University of North Carolina, Chapel Hill; PhD, 1985, Ohio University, Athens.

**Roger G. Christianson, PhD (1980)**

Professor of Biology. BA, 1969, MA, 1971, PhD, 1976, University of California, Santa Barbara.

**Lisa M. Ciasullo, PhD (1989)**

Associate Professor of Mathematics. BS, 1984, Gonzaga University; MS, 1986, PhD, 1989, Washington State University.

**Kathryn Cleland-Sipfle, AM (2004)**

Assistant Professor of Library and Information Science. BA 1967, MA 1980, State University of New York; AM, 1989, University of Chicago.

**Anne Maria Connor, PhD (2001)**

Assistant Professor of Foreign Languages and Literatures. BA, 1994, Brown University; MA, 1998, PhD, 2004, Vanderbilt University.

**Sandra Coyner, PhD (1996)**

Professor, Director of Honors Program. BA, 1967, Rice University; MA, 1969, Bryn Mawr College; PhD, 1975, Rutgers University.

## [D]

**Jad A. D'Allura, PhD (1977)**

Professor of Geology. BS, 1969, PhD, 1977, University of California, Davis.

**Terry L. DeHay, PhD (1990)**

Professor of English and Writing. BA, 1977, University of New Mexico; MA, 1981, Humboldt State University; PhD, 1989, University of California, Berkeley.

**Daniel DeNeui, PhD (2002)**

Associate Professor of Psychology. BS, 1989, University of South Dakota, Vermillion; MA, 1992, Minnesota State University; PhD, 1998, University of Tennessee, Knoxville.

**Eric R. Dittmer, MS (1994)**

Associate Professor of Geology. Chair, Department of Environmental Studies. BA, 1968, Fresno State College; MS, 1972, San Jose State College.

**Andy T. Dungan, PhD (2001)**

Associate Professor of Business. BS, 1972, Colorado State University; MBA, 1975, University of Colorado; PhD, 1995, University of Oregon.

## [E]

**William S. Elliott Jr., PhD (2002)**

Assistant Professor of Geology. BS, 1985, University of Pittsburgh at Johnstown; MS, 1998, PhD, 2002, Indiana University, Bloomington.

**Ernest E. Ettlich, PhD (1978)**

Professor of Communication. BS, 1959, Los Angeles State College; MS, 1960, PhD, 1964, University of Oregon. Emeritus since 2002.

**Sherry A. Ettlich, PhD (1987)**

Professor of Mathematics. BA, 1980, Westmont College; MS, 1981, PhD, 1985, University of Oregon.

**Margaret R. Evans, DMA (1981)**

Professor of Music. BA, 1971, Chatham College; MM, 1974, University of Michigan; DMA, 1978, Eastman School of Music.

## [F]

**Curtis J. Feist, PhD (2001)**

Associate Professor of Mathematics. BS, 1989, MS, 1992, California Polytechnic State University; PhD, 1998, University of California, Davis.

**Carol S. Ferguson, PhD (1994)**

Professor of Biology. BS, 1980, Oregon State University; MS, 1985, University of Missouri, Saint Louis; PhD, 1987, University of Missouri, Columbia.

**Echo E. Fields, PhD (1998)**

Associate Professor of Sociology and Anthropology. BA, 1975, Oklahoma City University; MA, 1977, PhD, 1984, University of Oregon.

**Paul T. French, DMA (1990)**

Professor of Music. Chair, Department of Music. BA, 1978, University of California, Berkeley; MM, 1980, DMA, 1987, University of Southern California.



**Lani C. Fujitsubo, PhD (1993)**

Professor of Psychology. Chair, Department of Psychology. BA, 1980, Southern California College; MA, 1989, PhD, 1991, United States International University, San Diego, California.

[G]

**Gregg Gassman, PhD (1995)**

Associate Professor of Education. BA, 1974, MA, 1980, EdS, 1985, University of Missouri; PhD, 1995, Utah State University.

**Bill D. Gholson, PhD (1994)**

Professor of English and Writing. Chair, Department of English and Writing. BA, 1975, Eureka College, Eureka, Illinois; MA, 1992, PhD, 1994, University of Oregon.

**Gudrun B. Gill, PhD (1990)**

Professor of Foreign Languages and Literatures. BS, 1981, MA, 1983, California State University, Fullerton; PhD, 1988, University of Southern California.

**Marianne Golding, PhD (1997)**

Associate Professor of Foreign Languages and Literatures. Chair, Department of Foreign Languages and Literatures. BA, 1984, MA, 1991, PhD, 1996, University of California, Los Angeles.

**Joseph L. Graf Jr., PhD (1995)**

Professor of Geology. Dean, School of Sciences. AB, 1968, Columbia University; MPhil, 1972, PhD, 1975, Yale University.

**Virginia D. Gray, PhD (2000)**

Associate Professor of Mathematics. BA, 1972, University of California, San Diego; MA, 1990, Southern Oregon State College; PhD, 2004, Oregon State University.

**William L. Greene, PhD (1998)**

Associate Professor of Education. Chair, School of Education. BA, 1982, MA, 1993, California State University, Fresno; PhD, 1998, University of Hawaii.

**Mary Greenwood, MS (1997)**

Assistant Professor of Education. BS, Indiana University of Pennsylvania, 1973; MS, Southern Oregon University, 1992.

**Fredna H. Grimland, PhD (2001)**

Assistant Professor of Music. BME, 1974, MME, 1980, PhD, 2001, University of North Texas.

[H]

**Charlotte Hadella, PhD (1991)**

Professor of English and Writing. BA, 1972, Lynchburg College, Virginia; MA, 1978, Virginia Polytechnic Institute and State University, Blacksburg; PhD, 1989, University of New Mexico, Albuquerque.

**Jon F. Harbaugh, MBA (1995)**

Associate Professor of Business. BS, 1966, MS, 1968, California State University, San Jose; MBA, 1981, Pepperdine University.

**Robert T. Harrison, PhD (1990)**

Professor of History. BA, 1960, Biola College; MDiv, 1966, Fuller Theological Seminary; MA, 1979, California State University, Los Angeles; PhD, 1987, University of Southern California.

**Daniel J. Harvey, PhD (2001)**

Associate Professor of Computer Science. BS, 1968, Queens College, New York; MS, 1974, Farleigh Dickinson University, Teaneck, New Jersey; PhD, 2001, University of Texas at Arlington.

**Linda Hilligoss, MS (2002)**

Assistant Professor of Education. BS, 1981, Indiana University, Bloomington; MS, 1985, Southern Oregon State College.

**Deborah J. Hollens, MA (1971)**

Professor of Library and Information Science. Chair, Library and Information Science. BA, 1970, San Fernando Valley State College; MSLS, 1971, University of Southern California; MA, 1976, Southern Oregon State College.

**Sandra J. Holstein, PhD (1987)**

Professor of English and Writing. BA, 1965, University of California, Los Angeles; MA, 1970, PhD, 1978, University of Minnesota.

**Richard P. F. Holt, PhD (1996)**

Professor of Economics. AB, 1976, Occidental College; PhD, 1987, University of Utah.

**Sara Hopkins-Powell, PhD (1993)**

Professor of Political Science. BS, 1970, Ohio State University; MPH, 1976, PhD, 1992, University of California, Berkeley.

**Craig N. Hudson, MFA (1978)**

Professor of Theatre Arts. BS, 1971, BA, 1975, Montana State University; MFA, 1980, Pennsylvania State University.

**Laura A. Hughes, PhD (1997)**

Associate Professor of Chemistry. BA, 1978, MS, 1980, PhD, 1983, University of California, San Diego.

**William J. Hughes, PhD (1996)**

Associate Professor of Political Science. BA, 1987, MA, 1991, California State University, Chico; PhD, 1995, University of California, Davis.

**Priscilla L. Hunter, PhD (1981)**

Professor of Foreign Languages and Literatures. BS, 1965, MA, 1968, PhD, 1979, Louisiana State University.

**Cynthia Hutton, PhD (1994)**

Associate Professor of Music. BA, 1978, California State University, Fullerton; MM, 1984, University of California, San Diego; PhD, 2000, University of Colorado.

[I]

**Lawson F. Inada, MFA (1966)**

Professor of English and Writing. BA, 1959, Fresno State College; MFA, 1966, University of Oregon. Emeritus since 2002.

**Miles F. Inada, MFA (1996)**

Associate Professor of Art. BA, 1988, Yale University; BFA, 1993, University of Oregon; MFA, 1996, University of Cincinnati.

[J]

**Dennis Jablonski, MEd (2003)**

Assistant Professor of Education. BA, 1973, Occidental College; MEd, 2001, Pepperdine University.

**Charles W. Jaeger, PhD (1999)**

Assistant Professor of Business. BA, 1967, San Francisco State University; MAT, 1970, Colorado College; PhD, 1991, Stanford University.

**Stewart W. Janes, PhD (1985)**

Professor of Biology. Chair, Department of Biology. BA, 1976, University of Montana, Missoula; MS, 1980, Portland State University; PhD, 1985, University of California, Los Angeles.

**Steven L. Jessup, PhD (1997)**

Associate Professor of Biology. BS, 1977, University of Maryland; PhD, 1994, University of Michigan.

**Gregory Jones, PhD (1997)**

Associate Professor of Geography. BA, 1993, PhD, 1997, University of Virginia.

**Laura K. Jones, PhD (1999)**

Assistant Professor of Health & Physical Education. BA, 1975, Kentucky Wesleyan College; MA, 1979, Western Kentucky University; PhD, 1986, Southern Illinois University.

**Michael Jones, MS (2004)**

Assistant Professor of Health & Physical Education. BS, 1980, MS, 1996, Southern Oregon University.

[K]

**Donald H. Kay, BA (1980)**

Professor of Art, Graphic Designer. BA, 1965, San Jose State University.

**Thomas A. Keevil, PhD (1974)**

Professor of Chemistry. Chair, Department of Chemistry. BS, 1968, Bucknell University; PhD, 1972, University of California, Berkeley.

**Kenneth M. Kempner, PhD (2001)**

Professor of Education. BA, 1969, University of Montana; MA, 1974, University of Colorado; PhD, 1979, University of Oregon.

**Daniel Kim, PhD (1999)**

Associate Professor of Mathematics. BA, 1984, Sogang University, Korea; MA, 1990, Indiana University; PhD, 1995, University of Oregon.

**Younghee Kim, PhD (1999)**

Associate Professor of Education. BS, 1985, Sogang University, Korea; MA, 1992, PhD, 1996, University of Oregon.

**Lynn Maruyama Kirms, PhD (1987)**

Professor of Chemistry. BS, 1981, University of Hawaii; PhD, 1987, Colorado State University.

**Julie Reed Kochanek, PhD (2004)**

Assistant Professor of Sociology and Anthropology. BA, 1988, University of Notre Dame; MA, 1991, University of California, Los Angeles; PhD, 2003, University of Chicago.

**Jodie Kollanda, MS (2000)**

Instructor of Communication. Human Communication Degree Completion Coordinator. BS, 1991, Southern Oregon State College; MS, 2000, Portland State University.

**Patricia B. Kyle, PhD (2005)**

Assistant Professor of Psychology. BA, 1975, Arizona State University; MEd, 1986, Idaho State University; PhD, 1991, University of Idaho.

[L]

**Charles Lane, PhD (1994)**

Professor of Geology. Chair, Department of Geology. BS, 1975, Fort Hays Kansas State University; MS, 1977, Northern Arizona University; PhD, 1987, University of California, Los Angeles.

**Donna L. Lane, MBA (1998)**

Assistant Professor of Business. BS, 1998, MBA, 1999, Southern Oregon University.

**Jonathan I. Lange, PhD (1980)**

Professor of Communication. Director of Training and Organization Development. BA, 1973, Pennsylvania State University; MS, 1975, Portland State University; PhD, 1981, University of Washington.

**John B. Laughlin, PhD (1984)**

Professor of Business. BA, 1966, University of Minnesota; BS, 1968, St. Cloud State University; MA, 1973, University of Sydney, Australia; MSBA, 1982, Southern Oregon State College; PhD, 1990, University of Southern California.

**Jo-Anne Lau-Smith, PhD (2002)**

Associate Professor of Education. BA, 1981, MEd, 1984, University of California, Los Angeles; PhD, 2001, University of Hawaii at Manoa, Honolulu.

**Erika M. Leppmann, MFA (2002)**

Assistant Professor of Art. BFA, 1978, University of Oregon; MA, MFA, 1996, University of New Mexico, Albuquerque.

**Terry Longshore, DMA (2000)**

Associate Professor of Music. BS, 1989, California State University, Fresno; BM, 1994, California State University, Sacramento; MA, 1996, DMA, 1999, University of California, San Diego.

**Dale R. Luciano, PhD (1985)**

Professor of Theatre Arts. BA, 1968, MA, 1969, University of California, Santa Barbara; PhD, 1977, University of Iowa.

**[M]****Diana F. Maltz, PhD (1999)**

Associate Professor of English and Writing. BA, 1987, Bennington College; MA, 1990, PhD, 1997, Stanford University.

**Joan L. Marioni, MA (1998)**

Associate Professor of Education. BA, 1969, MA, 1980, San Francisco State University.

**Walter Greer Markle, PhD (1986)**

Professor of Art. BA, 1968, BFA, 1973, University of Wyoming; MA, 1976, University of Utah; PhD, 1999, University of Oregon.

**Thomas P. Marvin, PhD (1984)**

Professor of Physics. BS, 1964, MS, 1966, PhD, 1971, Indiana University. Emeritus since 2003.

**Jean A. Maxwell, PhD (1987)**

Associate Professor of Sociology and Anthropology. Chair, Department of Sociology and Anthropology. BA, 1966, University of Washington; MA, 1967, PhD, 1987, University of Michigan.

**Richard L. May, PhD (2001)**

Associate Professor of Biology. BA, 1989, University of California, Berkeley; MA, 1992, PhD, 1998, Kent State University.

**Joan M. McBee, MSBA (2001)**

Assistant Professor of Business. BSBA, 1985, MSBA, 1991, Southern Oregon State College.

**Gerald S. McCain, PhD (2000)**

Associate Professor of Education. BS, 1989, MA, 1993, PhD, 1997, New Mexico State University, Las Cruces.

**Maggie McClellan, MFA (1998)**

Associate Professor of Theatre Arts. BA, 1981, California Institute of the Arts; MFA, 1987, Southern Methodist University.

**Brian T. McDermott, MA (1996)**

Associate Professor of Health & Physical Education, Head Men's Basketball Coach. MA, 1982, University of South Dakota.

**Owen M. McDougal, PhD (1998)**

Associate Professor of Chemistry. BS, 1992, State University of New York at Oswego; PhD, 1998, University of Utah.

**Gary M. Miller, PhD (1996)**

Associate Professor of History. BA, 1973, California State University; MA, 1976, San Diego State University; PhD, 1985, University of Florida.

**Gregory T. Miller, PhD (1999)**

Associate Professor of Chemistry. BS, 1994, Northwestern State University; PhD, 2000, University of Alabama.

**Emily A. Miller-Francisco, MLS (2001)**

Assistant Professor, Library Electronic Resources Coordinator. BA, 1994, Earlham College; MA, 1996, Graduate Theological Union; MLS, 2001, Simmons College.

**Donna B. Mills, PhD (1989)**

Professor of Health Education. Chair, Department of Health & Physical Education. BS, 1975, Saint Mary's College of Notre Dame; MEd, 1986, PhD, 1988, University of Oregon.

**Geoffrey Mills, PhD (1988)**

Professor of Education. Dean, School of Education. BEd, 1982, MEd, 1986, West Australian Institute of Technology; PhD, 1988, University of Oregon.

**K. Silem Mohammad, PhD (2004)**

Assistant Professor of English and Writing. BA, 1991, University of California, Santa Cruz; PhD, 1998, Stanford University.

**Teresa L. Montgomery, MA (1988)**

Professor of Library and Information Science, Interim Director, Hannon Library. BA, 1970, Harpur College, State University of New York, Binghamton; MA, 1974, Graduate Library School, University of Chicago; MA, 1993, Southern Oregon State College.

**Mada Petranovich Morgan, PhD (1999)**

Assistant Professor of English and Writing. BA, 1966, University of Wyoming; MA, 1990, University of Colorado, Denver; PhD, 1997, Washington State University.

**Daniel R. Morris, PhD (1982)**

Professor of Foreign Languages and Literatures. BA, 1977, Brigham Young University; MA, 1979, University of Utah; PhD, 1985, University of Oregon.

**Alice Mullaly, MA (1994)**

Instructor of Mathematics. BA, 1964, Oregon State University; MA, 1965, Stanford University.

**Jay C. Mullen, PhD (1990)**

Professor of History. BS, 1962, University of Oregon; MA, 1964, PhD, 1971, University of Kentucky.

**Paul D. Murray, PhD (1993)**

Professor of Psychology. BS, 1982, University of Michigan; MA, 1988, The American University, Washington, D.C.; PhD, 1991, University of Southern Mississippi.

**[N]****Victor Thomas Nash, PhD (1982)**

Professor of English and Writing. BA, 1967, MA, 1969, PhD, 1977, University of Oregon.

**Michael J. Naumes, PhD (1983)**

Professor of Psychology. BS, 1973, Aquinas College, Grand Rapids, Michigan; MA, 1975, PhD, 1979, University of Cincinnati.

**Peter R. Nordquist, MM (2002)**

Assistant Professor of Computer Science. BA, BS, 1979, George Fox College; MS, 1985, Oregon Graduate Institute, Beaverton; MM, 1996, University of Missouri.

**[O]****David K. Oline, PhD (2001)**

Assistant Professor of Biology. BS, 1985, Stanford University; PhD, 2001, University of Colorado, Boulder.

**René Leo E. Ordoñez, PhD (1988)**

Professor of Business. Chair, School of Business. BA, 1982, University of the Philippines; MBA, 1987, University of Akron; PhD, 1997, Illinois Institute of Technology.

**Michael Orthman, MBA (2004)**

Assistant Professor of Health & Physical Education. BA, 1990, BA, 1996, MBA, 1992, Eastern Washington University.

**Christine T. Oswald, PhD (1996)**

Professor of Biology. BS, 1978, University of Illinois, Chicago; PhD, 1985, Indiana University, Bloomington.

**[P]****Kathleen A. Page, PhD (1988)**

Professor of Biology. BA, 1978, University of California, Berkeley; MA, 1981, University of California, Santa Barbara; PhD, 1988, University of California, Los Angeles.

**Michael S. Parker, PhD (1994)**

Professor of Biology. BS, 1981, Southern Oregon State College; MS, 1985, University of Nevada, Las Vegas; PhD, 1992, University of California, Davis.

**Paul A. Pavlich, JD (1978–79; 1984)**

Assistant Professor of Political Science. Chair, Department of Political Science. AB, 1974, College of William and Mary; MA, 1976, University of Nevada, Las Vegas; JD, 1982, University of California, Berkeley.

**Steven C. Petrovic, PhD (1999)**

Associate Professor of Chemistry. BS, 1986, Ohio University; MS, 1990, Purdue University; PhD, 1998, Ohio University.

**Panos J. Photinos, PhD (1989)**

Professor of Physics. Chair, Department of Physics. Physics Diploma, 1971, University of Athens, Greece; PhD, 1975, Kent State University.

**J. Fraser Pierson, PhD (1988)**

Professor of Psychology. BA, 1974, MEd, 1976, Florida Atlantic University; PhD, 1984, University of Georgia.

**Hassan Pirasteh, PhD (1982)**

Professor of Economics. BS, 1973, National University of Iran; MS, 1976, Colorado State University; PhD, 1985, University of Oregon.

**Garth M. Pittman, PhD (1997)**

Associate Professor of Communication. BA, 1981, State University of New York; MA, 1989, San Francisco State University; PhD, 1997, University of Iowa.

**Katie O. Pittman, MBA (1999)**

Assistant Professor of Business. BS, 1983, LeMoyne College; MBA, 1989, San Francisco State University.

**Gregory M. Pleva, MS (1997)**

Assistant Professor of Computer Science. BS, 1995, Southern Oregon State College; MS, 1996, Southern Oregon State College.

**Thomas D. Powell, MPE (1986)**

Assistant Professor of Health & Physical Education. BS, 1980, Montana State University; MPE, 1985, Idaho State University.

**Dennis M. Powers, JD (1995)**

Professor of Business. BA, 1964, University of Colorado; JD, 1967, University of Denver Law School; MBA, 1969, Harvard Business School.

**[R]****Scott M. Rex, PhD (2005)**

Assistant Professor, Foreign Languages and Literatures. BA, 1990, MA, 1992, PhD, 2001, University of California, Davis.

**Susan P. Reynolds, PhD (1986)**

Professor of Geography. Chair, Department of Geography. BS, 1971, Northern Illinois University; MS, 1973, PhD, 1983, University of Oregon.

**James Y. Rible, MLS (1987)**

Professor of Library and Information Science, Science Reference Librarian; Coordinator of Online Searching. BA, 1980, California State University, Chico; MLS, 1985, University of California, Los Angeles; MS, 1992, Southern Oregon State College.

**John B. Richards, PhD (1988)**

Professor of Geography. BA, 1976, MA, 1981, PhD, 1986, University of Washington.

**Darryl L. Richardson, MA (2001)**

Assistant Professor of Communication. BA, 1992, MA, 1993, University of Montevallo.

**Michael Ritchey, MS (1995)**

Assistant Professor of Health & Physical Education, Head Wrestling Coach. BS, 1990, Southern Oregon State College; MS, 1998, Southern Oregon University.

**Marny S. Rivera, PhD (2001)**

Assistant Professor of Criminology and Criminal Justice. BCJ, 1996, University of Nevada, Reno; MCJ, 1998, New Mexico State University; PhD, 2001, Indiana University of Pennsylvania.

**John S. Roden, PhD (1999)**

Associate Professor of Biology. BS, University of Washington; MS, 1992, PhD, 1989, University of California, Davis.

**Deborah Rosenberg, MFA (1999)**

Associate Professor of Theatre Arts. BA, 1978, Trent University; MFA, 1989, North Carolina School of the Arts.

**Paul S. Rowland, PhD (1986)**

Professor of Psychology. BS, 1967, Loyola University; MA, 1972, PhD, 1978, University of Arkansas.

**Daniel L. Rubenson, PhD (1986)**

Professor of Economics. AB, 1975, Stanford University; PhD, 1986, Carnegie-Mellon University.

**Alena Amato Ruggerio, PhD (2002)**

Assistant Professor of Communication. BSC, 1996, MA, 1997, Ohio University; PhD, 2004, Indiana University.

**Mary P. Russell-Miller, PhD (1998)**

Associate Professor of Psychology. BS, 1985, MS, 1986, Southern Oregon State College; PhD, 1996, Oregon State University.

**Lore Rutz-Burri, JD (1995)**

Associate Professor of Criminology and Criminal Justice. BA, 1982, Southern Oregon State College; MCJ, 1985, University of South Carolina; JD, 1989, University of Oregon.

**[S]****Dusty E. Sabo, PhD (1996)**

Associate Professor of Mathematics. BS, 1983, Northern Arizona University; MS, 1991, PhD, 1996, University of Idaho.

**Chris D. Sackett, MFA (1987)**

Associate Professor of Theatre Arts. Chair, Department of Theatre Arts. BFA, 1985, Southern Oregon State College; MFA, 1998, University of British Columbia.

**Kay Saggmiller, PhD (2000)**

Associate Professor of Education. BA, 1981, University of Montana; MEd, 1993, PhD, 1998, University of Washington, Seattle.

**Kevin Sahr, MS (2000)**

Assistant Professor of Computer Science. BA, 1984, Bucknell University; MS, 1995, University of Colorado, Colorado Springs.

**Karen L. Salley, PhD (1980)**

Professor of Psychology. BS, 1968, Arkansas State University; MA, 1973, PhD, 1977, University of Arkansas.

**Hala G. Schepmann, PhD (2001)**

Associate Professor of Chemistry. BS, 1993, University of Texas, Austin; MS, 1995, University of California, Berkeley; PhD, 2001, Rice University, Houston.

**Mark A. Shibley, PhD (1998)**

Associate Professor of Sociology and Anthropology. BS, 1985, University of Oregon; MA, 1989, PhD, 1993, University of California, Santa Barbara.

**Mark A. Siders, PhD (1999)**

Associate Professor of Business. BS, 1979, MBA, 1981, Indiana State University; PhD, 1998, Virginia Commonwealth University.

**Milan ("Kip") P. Sigetich, PhD (1989)**

Associate Professor of Business and Economics. BA, 1971, Wayne State University; MA, 1975, PhD, 1979, Stanford University.

**Victor H. Sims, PhD (1994)**

Professor of Criminology and Criminal Justice. BA, 1965, University of Mississippi; MS, 1975, Arizona State University; PhD, 1982, University of Southern Mississippi.

**Margaret L. Sjogren, MFA (1983)**

Professor of Art. BFA, 1970, Pennsylvania State University; MFA, 1981, University of Oregon.

**Dennis Slattery, MBA (2004)**

Assistant Professor of Business. BA, 1996, MBA, 1997, Southern Oregon University.

**Jennifer N. Slawta, PhD (1991)**

Associate Professor of Health & Physical Education. BS, 1987, MS, 1989, University of California, Los Angeles; PhD, 2000, Oregon State University.

**Dennis L. Smith, MFA (1985)**

Professor of Theatre Arts. BA, 1969, California State University, Chico; MFA, 1984, University of Oregon.

**John Sollinger, PhD (2000)**

Associate Professor of Biology. BS, Michigan Technological University; PhD, 1994, Oregon State University.

**Darlene H. Southworth, PhD (1979)**

Professor of Biology. BS, 1963, MS, 1964, University of Michigan; PhD, 1970, University of California, Berkeley. Emerita since 2000.

**Paul M. Steinle, MS (2001)**

Associate Professor of Communication. Associate Provost for Curriculum and Personnel. BA, 1962, Amherst College; MBA, 1976, Harvard School of Business; MS, 1992, Syracuse University.

**Michael D. Stevenson, MS (1987)**

Associate Professor, Athletic Trainer. BS, 1984, Southern Oregon State College; MS, 1987, California State University, Fresno.

**Karen D. Stone, PhD (2000)**

Associate Professor of Biology. BS, 1991, University of Arkansas, Little Rock; MS, 1993, University of Memphis; PhD, 2000, University of Alaska, Fairbanks.

**Victoria E. Sturtevant, PhD (1980)**

Professor of Sociology and Anthropology. BA, 1972, Pitzer College; MS, 1976, PhD, 1984, Cornell University.

**Karen S. Sundwick, PhD (1990)**

Professor of History. Chair, Department of History. BA, 1961, University of Michigan; MA, 1976, PhD, 1986, University of New Mexico.

**[T]****Tracy L. Templeton, MFA (2001)**

Assistant Professor of Art. BFA, 1995, University of Regina, SK, Canada; MFA, 1997, University of Edmonton, Alta, Canada.

**Steven D. Thorpe, PhD (1988–91; 1993)**

Professor of Education. BA, 1973, MA, 1977, University of Texas, Austin; PhD, 1988, Stanford University.

**Rahul V. Tikekar, PhD (1998)**

Associate Professor of Computer Science. BS, 1988, Bangalore University; MS, 1990, PhD, 1997, Wayne State University.

**Martha I. Turner, PhD (1987)**

Professor of Education. BA, 1972, MA, 1976, University of California, Davis; PhD, 1984, Oregon State University.

**Alexander I. Tutunov, DMA (1997)**

Associate Professor of Music. BA, 1986, Minsk College of Music; MA, 1992, Belarusian State Conservatory of Music; MA, 1996, University of North Texas; DMA, 1996, Belarusian Academy of Music.

**Mark A. Tveskov, PhD (1998)**

Associate Professor of Sociology and Anthropology. BA, 1988, MA, 1992, University of Connecticut; PhD, 2000, University of Oregon.

**[V]****Maria Luz Valdez, PhD (2004)**

Assistant Professor of Foreign Languages and Literatures. BA, 1992, Pontificia Universidad Católica del Perú; MA, 1994, PhD, 2002, University of Pittsburgh.



**Dale J. Vidmar, MLS (1997)**

Associate Professor of Library and Information Science, Electronic Resources and Instruction Coordinator. BA, 1987, MA, 1995, Southern Oregon State College; MLS, 1996, Kent State University.

**[W]****Cynthia M. Wallace, MA (1992)**

Instructor of English and Writing. BA, 1969, Colorado College, Colorado Springs; MA, 1975, San Francisco State College.

**Susan F. Walsh, PhD (1988)**

Associate Professor of Communication. Chair, Department of Communication. BS, 1984, MS, 1985, Southern Oregon State College; PhD, 1998, University of Oregon.

**Jody Waters, PhD (2005)**

Assistant Professor of Communication. BA, 1989, Carleton University; MA, 1992, University of Calgary; PhD, 2002, University of Texas, Austin.

**Charles W. Welden, PhD (1990)**

Professor of Biology. BS, 1977, Tulane University; MS, 1981, PhD, 1984, Colorado State University.

**John D. Whitesitt, EdD (1981)**

Professor of Mathematics. BS, 1969, MS, 1970, MS, 1977, EdD, 1980, Montana State University.

**Daniel Wilson, PhD (1989)**

Professor of Computer Science. Chair, Department of Computer Science. BA, 1981, University of Washington; MS, PhD, 1988, University of Oregon.

**Josie A. Wilson, PhD (1988)**

Professor of Psychology. Dean, School of Social Science and Health & Physical Education. BA, 1968, University of Wisconsin; MA, 1974, Western Michigan University; MA, 1980, PhD, 1985, Georgia State University.

**Kevin C. Wilson, MEd (2001)**

Assistant Professor of Health & Physical Education. BS, 1985, Brigham Young University; MEd, 1992, Utah State University.

**Barbara Scott Winkler, PhD (2000)**

Associate Professor, Director of Women's Studies. BA, 1974, Barnard College; MA, 1976, PhD, 1992, University of Michigan, Ann Arbor.

**Carol R. Wirt, DBA (1996)**

Associate Professor of Business. BS, 1963, Illinois Institute of Technology; MBA, 1980, University of Colorado, Colorado Springs; DBA, 1995, Southern Illinois University, Carbondale.

**Vincent Craig Wright, MFA (1994)**

Associate Professor of English and Writing. BA, 1989, MFA, 1993, University of South Carolina.

**Peter K. Wu, PhD (1994)**

Professor of Physics. BA, 1978, Macalester College, Saint Paul; MSc, 1980, PhD, 1987, University of Wisconsin, Madison.

**[Y]****Kemble R. Yates, PhD (1987)**

Professor of Mathematics. Chair, Department of Mathematics. BS, 1982, University of Puget Sound; MS, 1984, PhD, 1987, Washington State University.

**Linda Wilcox Young, PhD (1994)**

Professor of Economics. Chair, Department of Economics. AB, 1976, PhD, 1987, University of California, Berkeley.

**[Z]****Wilkins-O'Riley Zinn, PhD (1999)**

Associate Professor of Education. BS, 1988, MEd, 1995, Southern Oregon State College; PhD, 2004, Oregon State University.

**Elisabeth Zinser, PhD (2001)**

Professor of Psychology. President. BS, 1964, Stanford University; MS, 1966, University of California, San Francisco; SM, 1982, Massachusetts Institute of Technology; PhD, 1972, University of California, Berkeley.

**Oregon Health & Science University****SCHOOL OF NURSING AT SOU**

Dates in parentheses indicate year of appointment at Southern Oregon University.

**Virginia J. Adams, MSN (1993)**

Assistant Professor of Nursing. BSN, 1974, California State University, Fresno; MSN, 1989, Oregon Health Sciences University.

**Juliana C. Cartwright, PhD (1985)**

Associate Professor of Nursing. BSN, 1972, San Diego State University; MN, 1980, University of California, Los Angeles; PhD, 1993, Oregon Health Sciences University.

**Carol Christlieb, MSN (1983)**

Associate Professor of Nursing. BSN, 1976, University of Oregon Health Sciences Center; MSN, 1983, University of Nebraska School of Nursing.

**Rick Daniels, PhD (1988)**

Associate Professor of Nursing. BSN, 1976, University of Oregon School of Nursing; MSN, 1982, University of San Diego; PhD, 1994, University of Texas, Austin.

**Barbara Floyd, MS, RN (2002)**

Instructor of Nursing. BS, 1975, University of British Columbia; MS, 1979, University of Illinois.

**Ute Frommer-Sherbow, MSN, RN, CNWNP (2003)**

Instructor of Nursing. Associate Degree in Nursing, Southern Oregon State College, 1986; Baccalaureate Degree in Nursing, Southern Oregon State College, 1988; Master of Science in Nursing, 1994, University of Utah, Salt Lake City.

**Marsha King-Rosine, MSN, RN (2002)**

Clinical Instructor of Nursing. BSN, 1969, University of Minnesota; MSN, 1981, California State University.

**Patti Lane, RN, MSN, FNP (1978–84, 1995)**

Assistant Professor of Nursing. BSN, 1969, Oregon Health Sciences University; FNP, 1977, MSN, 1997, University of Rochester.

**Lorraine Lind, MS, RN (2003)**

Clinical Instructor of Nursing. BSN, 1994, Regents College; MS, 2001, California College for Health Sciences.

**Donna M. Markle, MSN (1986)**

Associate Professor of Nursing. BS, 1968, MSN, 1974, University of Utah.

**Wendy Neander, RN, MSN (1999)**

Assistant Professor of Nursing. BSN, 1981, Arizona State University, Tempe; MSN, 1987, University of Alberta, Edmonton, Canada.

**Karen Nollenberger, RN, MS (1993)**

Instructor of Nursing. RN, 1973, Humboldt State University; MS, 1978, University of California, San Francisco.

**Joanne Noone, APRN-BC, BSN, PhD (2005)**

Assistant Professor of Nursing. BS, 1978, Wagner College, New York; MS-CNS, 1985, Adelphi University; FNP, 1997, University of Hawaii at Manoa; PhD, 2003, University of Hawaii, Honolulu.

**Amy Ross, RN, MS, CNS (2001)**

Instructor of Nursing. BS, 1978, University of San Francisco; MS, 1987, University of California, San Francisco.

**Jane Sawall, MS-CNS (2005)**

Instructor of Nursing. AD, 1983, Community College, Rhode Island; BS, 2003, Oregon Health & Science University; MS, CNS, 2005, Oregon Health & Science University.

**Stephanie Sideras, RN, MSN, CAPA (1999)**

Instructor of Nursing. BSN, 1985, MSN, 1990, St. Louis University School of Nursing, Missouri.

**Susan Steinfeld-McKennon, RN, MSN (2003)**

Clinical Instructor of Nursing. RN, 1979, University of Oregon Health & Science Center; MSN, 1988, Mary Mount University.

**Sandra Theis, PhD, RN (2000)**

Professor. Associate Dean of the School of Nursing. BS, 1961, Ohio State University; MSN, 1963, University of Colorado; PhD, 1988, Northwestern University.

**Nancy Yie, MA, RN (2002)**

Instructor of Nursing. RN, 1969, Wayne State University; MA, 1977, University of Washington.

**Heather Young, PhD, GNP, FAAN (2003)**

Professor, Director of Rural Health Research Development. BS, 1986, Southern Oregon State College; MSN, 1989, University of Washington; PhD, 1991, University of Washington.

## Emeritus Faculty

Dates in parentheses indicate year of appointment at Southern Oregon University.

### [A]

#### **Constance Alexander, MA (1979)**

Professor, Director of Financial Aid. BA, 1968, University of California, Berkeley; MA, 1972, San Francisco State University. Emerita since 2001.

#### **J. Tangren Alexander, PhD (1974)**

Associate Professor of Philosophy. BA, 1963, PhD, 1975, University of Oregon. Emerita since 2003.

#### **John v. I. Alexander, PhD (1970)**

Professor of Humanities. BA, 1962, PhD, 1970, University of Oregon. Emeritus since 1994.

#### **Robert Alston, MFA (1963)**

Professor of Art. BFA, 1952, MFA, 1963, University of Southern California. Emeritus since 1993.

### [B]

#### **Rodney Badger, PhD (1969)**

Professor of Chemistry. BS/BA, 1964, Oregon State University; MS, 1966, PhD, 1968, University of California, Berkeley. Emeritus since 1999.

#### **Cecile Baril, PhD (1970)**

Professor of Sociology. BA, 1963, University of Alberta; MA, 1967, PhD, 1971, University of Oregon. Emerita since 1998.

#### **J. Kenneth Bartlett, PhD (1956)**

Professor of Chemistry. BS, 1949, Willamette University; PhD, 1955, Stanford University. Emeritus since 1985.

#### **Julian Battaile, PhD (1962)**

Professor of Chemistry. BS, 1947, Louisiana State University; MS, 1948, University of Illinois; PhD, 1960, Oregon State University. Emeritus since 1987.

#### **Michael Baughman, MA (1966)**

Professor of English. BA, 1964, MA, 1965, San Francisco State College. Emeritus since 1994.

#### **Ruth Bebbler, PhD (1954)**

Professor of Physical Education. BA, 1942, University of New Mexico; MS, 1948, PhD, 1956, University of Southern California. Emerita since 1986.

#### **Frank Bedogne, DEd (1964)**

Professor of Art. BS, 1949, Edinboro State College; MEd, 1952, University of Colorado; MA, 1959, Colorado State University; DEd, 1961, Pennsylvania State University. Emeritus since 1987.

#### **Marvin Belford, PhD (1968)**

Associate Professor of Music. BME, 1955, MME, 1957, Drake University; PhD, 1967, University of Iowa. Emeritus since 1991.

#### **Beverley L. Bennett, MS (1950)**

Professor of Physical Education. BS, 1948, MS, 1950, University of Oregon. Emerita since 1984.

#### **Robert J. Bennett, MS (1960)**

Professor, Associate Dean of Students, Foreign Student Advisor. BA, 1952, Augustana College; MS, 1955, University of Colorado. Emeritus since 1989.

#### **Patricia Bentley, MS (1984)**

Associate Professor, Director of Distance Learning. BS, 1967, Southern Oregon College; MS, 1971, University of Oregon. Emerita since 2003.

#### **Bernhard Binder, PhD (1968)**

Professor of Chemistry. Dean, School of Sciences. BA, 1964, Western New Mexico University; MS, 1966, PhD, 1968, Stanford University. Emeritus since 1995.

#### **Oscar Bjorlie, MA (1949)**

Associate Professor of Music. BA, 1937, St. Olaf College; MA, 1949, University of Oregon. Emeritus since 1975.

#### **Allen H. Blaszak, MS (1968)**

Professor, Director of Admissions and Records. BA, 1966, University of California, Davis; MS, 1968, Oregon State University. Emeritus since 1999.

#### **Bob D. Bleasdel, PhD (1972)**

Professor of Chemistry. BS, 1967, Portland State University; MBA, 1996, Oregon State University; PhD, 1971, Michigan State University. Emeritus since 2003.

#### **Ronald S. Bolstad, MBA (1982)**

Emeritus Professor, Vice President for Administration and Finance. BA, 1961, Stanford University; MBA, 1965, University of California, Berkeley. Emeritus since 2004.

#### **Vaughn Davis Bornet, PhD (1963)**

Professor of Social Sciences. BA, 1939, MA, 1940, Emory University; PhD, 1951, Stanford University. Emeritus since 1980.

#### **Eugene W. Bowman, EdD (1947)**

Professor of Mathematics. BS, 1936, MS, 1937, University of Idaho; EdD, 1952, University of Oregon. Emeritus since 1975.

#### **James M. Brady, DCrim (1973)**

Professor of Criminology. BA, 1965, San Francisco State College; MA, 1968, San Jose State College; DCrim, 1974, University of California, Berkeley. Emeritus since 1996.

#### **Arlen J. Briggs, PhD (1961–62; 1965)**

Associate Professor of English. AB, 1957, University of California, Los Angeles; MA, 1960, University of California, Berkeley; PhD, 1972, University of Oregon. Emeritus since 1991.

#### **Burl J. Brim, DEd (1971)**

Professor of Education. BS, 1957, MEd, 1960, West Texas State College; MA, 1961, DEd, 1964, University of Denver. Emeritus since 1991.

#### **James C. Brown, LL (1982)**

Associate Professor, Director of Publications. BA, 1971, Susquehanna University; License ès Lettres, 1977, Geneva University. Emeritus since 2003.

#### **Joe A. Brown, EdD (1969)**

Professor of Physical Education. BS, 1956, University of Texas; MEd, 1967, EdD, 1969, North Texas State University. Emeritus since 1998.

#### **L. Daniel Bulkley, MA (1950)**

Associate Professor of Health & Physical Education. BA, 1939, Pomona College; MA, 1949, Claremont Graduate School. Emeritus since 1977.

#### **Sue A. Burkholder, MLIS (1985)**

Professor of Library and Information Science. AB, 1964, Stanford University; MA, 1967, University of Oregon; MLIS, 1972, University of Missouri-Columbia. Emerita since 2005.

#### **William C. Bushnell, EdD (1966)**

Professor of Music. BA, 1950, Fresno State College; MA, 1951, EdD, 1960, Columbia University. Emeritus since 1983.

### [C]

#### **Rosalie A. Caffrey, PhD (1976)**

Professor of Nursing. BSN, 1960, St. Olaf College; MEd, 1965, University of Minnesota; PhD, 1991, University of Oregon. Emerita since 2003.

#### **Phillip L. Campbell, BA (1968)**

Professor, Director of Student Auxiliary Services. BA, 1961, Northwest Nazarene College. Emeritus since 2001.

#### **Robin Carey, PhD (1969)**

Professor of English. BA, 1961, Beloit College; MFA, 1964, Yale University; PhD, 1969, University of Washington. Emeritus since 1998.

#### **Robert L. Casebeer, MS (1964)**

Associate Professor of English. BS, 1956, MS, 1963, Southern Oregon College. Emeritus since 1993.

#### **Keith Chambers, PhD (1988)**

Professor, Director of International Programs. AB, 1969, University of Hawaii; MA, 1976, PhD, 1984, University of California, Berkeley. Emeritus since 2004.

#### **Wesley Chapman, PhD (1970)**

Professor of Art. BA, 1961, Northern Arizona University; MS, 1970, PhD, 1976, University of Oregon. Emeritus since 2002.

#### **Mary J. Christlieb, MEd (1957)**

Professor, Dean of Students. BS, 1947, Oregon State College; MEd, 1963, Oregon State University. Emerita since 1983.

#### **Arthur J. Clemons, PhD (1969)**

Associate Professor of Mathematics and Computer Science. BA, 1959, Reed College; MS, 1966, PhD, 1969, University of Oregon. Emeritus since 2001.

#### **Harold A. Cloer, EdD (1952)**

Professor of Psychology. BS, 1944, University of Oklahoma; MS, 1947, EdD, 1959, Stanford University. Emeritus since 1982.

#### **Richard Colvard, PhD (1971)**

Professor of Sociology. BA, 1952, Antioch College; PhD, 1959, University of California, Berkeley. Emeritus since 1986.

#### **George Converse, PhD (1983)**

Professor of Computer Science. BA, 1963, Oregon State University; MS, 1966, PhD, 1967, University of Washington. Emeritus since 2003.

#### **Harry L. Cook, PhD (1966)**

Professor of Economics. BA, 1948, University of Southern California; PhD, 1961, Claremont Graduate School. Emeritus since 1986.

#### **Jerry Cooper, EdD (1969)**

Professor of Business. BA, 1960, Westmar College; MA, 1967, EdD, 1969, Northern Colorado University, Greeley. Emeritus since 1999.

#### **Sue E. Corp, MS (1975)**

Associate Professor of Business. BS, 1966, MS, 1975, Southern Oregon State College. Emerita since 2003.

#### **Richard C. Cottle, JD (1982)**

Professor of Business. BA, 1951, LLB, 1953, JD, 1970, Washburn University of Topeka, Kansas. Emeritus since 1994.

#### **Iain S. Couchman, PhD (1972)**

Associate Professor of Sociology. BA, 1959, Trinity College; MA, 1963, San Francisco State College; PhD, 1969, University of Oregon. Emeritus since 1994.

**Stephen P. Cross, PhD (1963)**

Professor of Biology. BS, 1960, California Polytechnic State University, San Luis Obispo; MS, 1962, PhD, 1969, University of Arizona. Emeritus since 1998.

**Claude Curran, PhD (1968)**

Professor of Geography. BA, 1961, Chico State University; MA, 1963, PhD, 1973, University of Oklahoma. Emeritus since 1996.

**[D]****William E. Danley Jr., EdD (1982)**

Professor of Education. AB, 1966, Dartmouth College; MEd, 1974, University of Arkansas; EdD, 1981, Texas Tech University. Emeritus since 2003.

**Donald L. Daoust, PhD (1970)**

Associate Professor of Psychology. BS, 1960, University of Utah; MA, 1964, PhD, 1970, George Washington University. Emeritus since 1994.

**Robert V. Davidson, MEd (1970)**

Associate Professor, Registrar. BA, 1955, MEd, 1965, Central Washington State University. Emeritus since 1992.

**James L. Dean, PhD (1966)**

Professor of English. Provost and Dean of Faculty. BS, 1958, MS, 1960, Utah State University; PhD, 1968, University of New Mexico. Emeritus since 1996.

**Robert C. DeVoe, MA (1964)**

Associate Professor of English. BA, 1960, Southern Oregon College; MA, 1962, University of California, Berkeley. Emeritus since 1990.

**James Doerter, EdD (1962)**

Professor of Art. BS, 1950, Indiana State University; MA, 1958, Reed College; EdD, 1961, Pennsylvania State University. Emeritus since 1989.

**[E]****Charles C. Edmonds Jr., MEd (1966)**

Assistant Professor of Art. BS, 1950, Milwaukee State Teachers College; MEd, 1955, Wisconsin State University. Emeritus since 1985.

**Monty Elliott, PhD (1972)**

Professor of Geology. BA, 1966, PhD, 1971, Oregon State University. Emeritus since 2002.

**William R. Eriksen, EdD (1970)**

Professor, Director of Counseling and Special Services. BS, 1963, Mankato State University, Minnesota; MS, 1967, Bemidji State University, Minnesota; EdD, 1970, Oregon State University. Emeritus since 1997.

**John J. Engelhardt, PhD (1980)**

Professor of Mathematics. BA, 1971, Saint Louis University; MA, 1977, PhD, 1980, University of Missouri. Emeritus since 2004.

**Ernest E. Ettlich, PhD (1978)**

Professor of Communication. BS, 1959, Los Angeles State College; MS, 1960, PhD, 1964, University of Oregon. Emeritus since 2002.

**[F]****George F. Farrimond, PhD (1976)**

Professor of Business. BS, 1955, University of Utah; MBA, 1968, University of Missouri; PhD, 1989, Portland State University. Emeritus since 2000.

**Alvin L. Fellers, EdD (1953)**

Professor of English, Dean of Students. AB, 1935, Adams State College; MA, 1946, University of Northern Colorado; EdD, 1953, Stanford University. Emeritus since 1976.

**Jose Ferrer, PhD (1965)**

Professor of History. BA, 1943, Holy Family College, Rome, Italy; MA, 1963, PhD, 1965, University of New Mexico. Emeritus since 1989.

**Mary Ellen Fleegee, PhD (1983)**

Professor. Vice President for Research and Communications. BSN, 1968, Mankato State University; MPH, 1978, University of Minnesota; PhD, 1988, University of Oregon. Emerita since 2003.

**Stephen T. Flynn, MEd (1971)**

Professor, Dean of Students. BS, 1962, MEd, 1968, Oregon State University. Emeritus since 1997.

**Cynthia J. Ford, MSBA (1980)**

Assistant Professor, Director of Southern Oregon Regional Services Institute. BA, 1954, Wellesley College; MSBA, 1979, Southern Oregon State College. Emerita since 1993.

**Marian E. Forsythe, PhD (1960)**

Professor of Health Education. BS, 1952, Bemidji State College; MS, 1960, Southern Oregon College; PhD, 1975, University of Oregon. Emerita since 1992.

**Richard Frey, PhD (1968)**

Professor of History. AB, 1958, Stanford University; MA, 1963, PhD, 1969, University of Oregon. Emeritus since 1997.

**[G]****Betty J. Gee, MS (1975)**

Associate Professor of Nursing. RN, 1945, Colorado Training School for Nurses; BS, 1968, Loretta Heights College; MS, 1970, University of Colorado. Emerita since 1988.

**Karen Gernant, PhD (1982)**

Professor of History. BA, 1959, Western Michigan University; MA, 1963, Michigan State University; MA, 1970, PhD, 1980, University of Oregon. Emerita since 2001.

**Judith Ginsburg, PhD (1990)**

Associate Professor of Art. Associate Provost for Curriculum and Personnel. BA, 1964, California State University, Los Angeles; MS, 1980, Southern Oregon State College; PhD, 1997, University of Oregon. Emerita since 2003.

**Mary-Curtis Gramley, PhD (1990)**

Associate Professor of Education. Associate Dean for Education. BA, 1958, Salem College; MS, 1980, PhD, 1988, University of Oregon. Emerita since 1999.

**[H]****Esther Halvorson-Hill, MN, MPA (1987)**

Associate Professor of Nursing. BS, 1963, Stanford University; MPA, 1984, Portland State University; MN, 1984, Oregon Health Sciences University. Emerita since 1998.

**Betty Haugen, MS (1981)**

Professor of Nursing. BS, 1948, MS, 1962, University of Oregon. Emerita since 1985.

**Michael C. Haynes, MS (1964)**

Professor of Economics. BS, 1963, MS, 1964, Brigham Young University. Emeritus since 1994.

**Flora Green Hegarty, MS (1971)**

Assistant Professor of Nursing. BSN, 1942, Northwest Nazarene College; MS, 1976, Southern Oregon State College. Emerita since 1982.

**Lee T. Hill, EdD (1966)**

Professor of Computer Science and Mathematics. BA, 1960, Pacific Lutheran University; MAT, 1965, University of Washington; EdD, 1972, Oklahoma State University. Emeritus since 1997.

**Thomas F. Hitzelberger, EdD (1968)**

Professor of Business. BS, 1961, Regis College; MA, 1966, EdD, 1968, Colorado State University. Emeritus since 1999.

**David E. Hoffman, EdD (1968)**

Professor of Education. BA, 1957, College of Wooster; MA, 1962, Western Reserve College; EdD, 1973, Stanford University. Emeritus since 1999.

**Edward L. Houghton, DEd (1980)**

Professor of Business. BS, 1960, Black Hills State University; MEd, 1968, Southern Oregon College; DEd, 1971, Oregon State University. Emeritus since 1991.

**W. Lee Howard, MA (1966)**

Associate Professor of Health Education. BA, 1959, MA, 1962, San Jose State College. Emeritus since 1992.

**Vernon E. Hubka, DCrim (1976)**

Professor of Criminology. BA, 1964, St. Ambrose College; JD, 1967, University of Colorado; MCrim, 1970, DCrim, 1975, University of California, Berkeley. Emeritus since 2002.

**Edward A. Hungerford, PhD (1966)**

Professor of English. BA, 1947, University of Puget Sound; MA, 1948, Cornell University; PhD, 1960, New York University. Emeritus since 1985.

**[I]****Lawson F. Inada, MFA (1966)**

Professor of English and Writing. BA, 1959, Fresno State College; MFA, 1966, University of Oregon. Emeritus since 2002.

**Gerald S. Insley, EdD (1966)**

Professor of Physical Education. BS, 1951, MEd, 1955, Arizona State College; EdD, 1966, University of Oregon. Emeritus since 1988.

**Barbara L. Irvin, PhD (1971)**

Professor of Nursing. BS, 1959, Duke University; MS, 1974, Southern Oregon College; MN, 1983, Oregon Health Sciences University; PhD, 1993, University of Texas, Austin. Emerita since 1999.

**[J]****Joan Jackson, MA (1989)**

Associate Professor, Associate Dean of Students. BA, 1978, Carroll College; MA, 1981, University of Montana. Emerita since 2000.

**William K. Jackson, PhD (1991)**

Professor of Business. BS, 1966, MBA, 1968, Northern Illinois University; PhD, 1977, University of Northern Colorado. Emeritus since 2005.

**Bryce T. Johnson, PhD (1970)**

Professor of Sociology. BA, 1963, Whitman College; MA, 1967, PhD, 1970, University of Oregon. Emeritus since 1998.

**Sally Rushing Jones, PhD (1974)**

Professor of Physical Education. BS, 1967, University of Oregon; MEd, 1973, North Texas State University; PhD, 1985, University of Oregon. Emerita since 1998.



**Thomas E. Jones, MBA (1965)**

Associate Professor of Business. BS, 1960, University of Wisconsin; MBA, 1964, Santa Clara University. Emeritus since 1994.

[K]

**Richard J. Kaough, PhD (1966)**

Professor of Communication. BA, 1965, Sacramento State College; MS, 1965, PhD, 1971, Southern Illinois University. Emeritus since 1997.

**Timothy G. Kelley, PhD (1971)**

Professor of Computer Information Science. Director of Computing Services Center. BS, 1955, PhD, 1966, University of Washington. Emeritus since 1991.

**Harry E. Knight, MBA (1981)**

Professor of Business. BS, 1955, University of California, Los Angeles; MBA, 1963, University of Southern California; CPA, California and Oregon. Emeritus since 1998.

**Thomas W. Knudsen, MEd (1966)**

Professor of Art. BA, 1952, BFA, 1952, MEd, 1955, Central Washington State College. Emeritus since 1991.

**Arthur Kreisman, PhD (1946)**

Professor of Humanities, Dean of Arts and Sciences, University Historian. BA, 1942, Brigham Young University; MA, 1943, PhD, 1952, Boston University; LittD (Honoris Causa), City University. Emeritus since 1981.

**Neil Kunze, PhD (1995)**

Professor of History, Dean of the School of Social Science, Education, Health and Physical Education. BS, 1964, MA, 1966, University of Oregon; PhD, 1971, University of California, Los Angeles. Emeritus since 2001.

[L]

**Ronald D. Lamb, PhD (1964)**

Professor of Biology. BS, 1956, MS, 1959, Southern Oregon College; PhD, 1970, Oregon State University. Emeritus since 1989.

**Frank A. Lang, PhD (1966)**

Professor of Biology. BS, 1959, Oregon State University; MS, 1961, University of Washington; PhD, 1965, University of British Columbia. Emeritus since 1997.

**Kenneth C. Larson, PhD (1976)**

Professor of Computer Science. BA, 1969, MA, 1970, California State College, Sonoma; PhD, 1976, University of California, Irvine. Emeritus since 2002.

**Doris D. Lassen, MS (1963)**

Assistant Professor of Education. BS, 1951, MS, 1961, Southern Oregon College. Emerita since 1974. Deceased.

**F. Donald Laws, PhD (1968)**

Associate Professor of Political Science. BA, 1957, Willamette University; MA, 1961, University of California, Los Angeles; PhD, 1970, University of Oregon. Emeritus since 1997.

**Douglas Legg, MA (1962)**

Associate Professor of History. BA, 1952, MA, 1958, University of Notre Dame. Emeritus since 1990.

**Donald E. Lewis, MS (1947)**

Professor, Dean of Administration. BS, 1946, MS, 1947, Oregon State University. Emeritus since 1982.

**D. Wayne Linn, PhD (1964)**

Professor of Biology. BA, 1952, Mankato State College; MS, 1955, Oregon State University; PhD, 1962, Utah State University. Emeritus since 1994.

[M]

**Frank M. MacGraw, EdD (1966)**

Professor of Geography. BA, 1949, MA, 1952, MA, 1961, EdD, 1965, Stanford University. Emeritus since 1986.

**Frances M. Madachy, DME (1966)**

Professor of Music. BA, 1961, Marshall University; MM, 1963, DME, 1978, Indiana University. Emerita since 1997.

**John W. Mairs, PhD (1978)**

Professor of Geography. BA, 1967, MA, 1972, San Jose State College; PhD, 1977, Oregon State University. Emeritus since 2003.

**Donna M. Markle, MSN (1986)**

Associate Professor of Nursing. BS, 1968, MSN, 1974, University of Utah. Emerita since 2004.

**Thomas P. Marvin, PhD (1984)**

Professor of Physics. BS, 1964, MS, 1966, PhD, 1971, Indiana University. Emeritus since 2003.

**Lyle F. Matoush, MA (1965)**

Professor of Art. BA, 1957, Colorado State College; MA, 1960, San Francisco State College. Emeritus since 1991.

**Richard A. Mattos, MA (1963)**

Associate Professor, Business Manager. BS, 1957, MA, 1963, Fresno State College. Emeritus since 1987.

**Stewart F. McCollom, EdD (1979)**

Executive Assistant to the President, Director of College Relations. BS, 1952, University of Oregon; MS, 1953, Boston University; EdD, 1964, University of Wyoming. Emeritus since 1993.

**John A. McCollum, EdD (1963)**

Professor of Education. BS, 1949, University of Oregon; MEd, 1952, Oregon State College; EdD, 1964, University of California, Berkeley. Emeritus since 1987.

**Robert A. McCoy, MS (1962)**

Associate Professor of Computer Science and Mathematics, Director of the School of Computer Science and Mathematics. BED, 1957, Plymouth Teachers College; MS, 1962, Oregon State University. Emeritus since 1990.

**Neil A. McDowell, PhD (1960)**

Professor of Education. BA, 1952, San Francisco State College; MS, 1962, Southern Oregon College; PhD, 1966, University of Texas. Emeritus since 1989.

**James E. McFarland, PhD (1969)**

Professor of Mathematics, Associate Provost and Director of Graduate Studies. BS, 1953, Denison University; MS, 1955, PhD, 1960, Oregon State University. Emeritus since 1993.

**M. Max McKee, MA (1967)**

Professor of Music, Director of American Band College. BA, 1965, BM, 1965, MA, 1967, Washington State University. Emeritus since 1997.

**Kathryn C. McNair, PhD (1971)**

Professor of English. BA, 1965, University of New Mexico; PhD, 1971, University of Oregon. Emerita since 1990.

**Jerrold J. Merchant, PhD (1970)**

Professor of Communication. BA, 1964, Pacific Lutheran University; MA, 1965, University of New Mexico; PhD, 1971, University of Southern California. Emeritus since 1997.

**William C. Meulemans, PhD (1964)**

Professor of Political Science. BS, 1960, Wisconsin State College; MA, 1963, PhD, 1970, University of Idaho. Emeritus since 1992.

**Clifford R. Miller, PhD (1955)**

Professor of History. BA, 1947, MA, 1948, University of Illinois; PhD, 1955, University of Oregon. Emeritus since 1982.

**John L. Miller, PhD (1972)**

Professor of Foreign Languages and Literatures, Professor of Music. BM, 1957, Northwestern Louisiana State College; MM, 1961, Eastman School of Music; MA, 1970, PhD, 1972, University of Oregon. Emeritus since 1997.

**Donald W. Mitchell, DEd (1965)**

Professor of Biology. BS, 1958, MS, 1961, Southern Oregon College; MAT, 1965, Washington State University; DEd, 1971, University of Northern Colorado. Emeritus since 1992.

**Ruth A. Monical, MLS (1971)**

Professor of Library Science. BA, 1967, Southern Oregon College; MLS, 1970, University of Oregon. Emerita since 1994.

**Richard Montgomery, PhD (1970)**

Professor of Mathematics. AB, 1960, San Francisco State College; MAT, 1965, Brown University; MA, 1968, PhD, 1968, Clark University. Emeritus since 1999.

**Leon C. Mulling, PhD (1946)**

Professor of Speech-Communication and Theatre Arts, Director of the Speech and Hearing Center. BA, 1936, MA, 1940, Colorado State University; PhD, 1960, Stanford University. Emeritus since 1979. Deceased.

[N]

**James R. Naiden, PhD (1968)**

Professor of English. BA, 1935, University of Iowa; MA, 1941, PhD, 1948, Columbia University. Emeritus since 1977.

**Ronald Nitsos, PhD (1969)**

Professor of Biology. BS, 1963, Sacramento State College; MS, 1966, PhD, 1969, Oregon State University. Emeritus since 1988.

**Larry P. Nollenberger, MA (1986)**

Assistant Professor, Coordinator of SOCBEC. BA, 1970, University of California, Berkeley; MA, 1974, Humboldt State University. Emeritus since 2003.

[O]

**David A. Oas, PhD (1966)**

Professor of Psychology. BA, 1960, Concordia College; MS, 1963, PhD, 1967, Washington State University. Emeritus since 1993.

**Harold M. Otness, MLS (1966)**

Professor of Library Science. BS, 1960, Portland State College; MLS, 1966, University of Portland. Emeritus since 1999.

[P]

**Frederik E. Palmer, DMA (1965)**

Associate Professor of Music. BM, 1952, University of Kansas; MA, 1960, San Jose State College; DMA, 1974, University of Iowa. Emeritus since 1988.

**Frederick G. Pauck, PhD (1962)**

Professor of Education. BS, 1962, MS, 1965, Southern Oregon College; PhD, 1968, University of Texas. Emeritus since 1995.

**Richard G. Peddicord, PhD (1985)**

Professor of Computer Science and Mathematics. BA, 1962, MA, 1964, PhD, 1965, University of California, Davis. Emeritus since 2001.

**Lloyd D. Pennington, PhD (1946)**

Professor of Chemistry. BA, 1939, Reed College; MA, 1941, PhD, 1956, Oregon State University. Emeritus since 1979.

**Alexander Petersen, EdD (1952)**

Professor of Health and Physical Education. BS, 1949, Oregon State College; MA, 1951, EdD, 1952, Columbia University. Emeritus since 1982.

**Reider S. Peterson, PhD (1975)**

Associate Professor of Mathematics. BS, 1961, Northern Arizona University; MA, 1965, University of Maine; PhD, 1974, Montana State University. Emeritus since 1997.

**Phillip A. Pifer, BS (1981)**

Assistant Professor of Health & Physical Education, Director of Athletics. BS, 1972, California Polytechnic State University, San Luis Obispo. Emeritus since 2003.

**Ivan Polk, JD (1970)**

Associate Professor of Criminology. BA, 1958, University of California, Berkeley; JD, 1966, Lewis and Clark Northwest School of Law. Emeritus since 1994.

**Robert E. Proise, MBA (1984)**

Associate Professor of Business. BS, 1951, University of California, Berkeley; MBA, 1957, Stanford University. Emeritus since 1994.

**John E. Purcell, MLS (1965)**

Assistant Professor of Library Science. BS, 1946, Oregon College of Education; MLS, 1966, University of California, Berkeley. Emeritus since 1982.

**William B. Purdom, PhD (1964)**

Professor of Geology. BS, 1956, University of Kentucky; PhD, 1960, University of Arizona. Emeritus since 1992.

**Thomas W. Pyle, MA (1969)**

Professor of Communication. BS, 1964, MA, 1968, Northern Arizona University. Emeritus since 1998.

**[R]****Stephen J. Reno, PhD (1989)**

Professor of Humanities, President of Southern Oregon University, 1994–2000. AB, 1965, St. John's College, Camarillo, California; MA, 1969, PhD, 1975, University of California, Santa Barbara. Emeritus since 2000.

**Donald L. Reynolds, PhD (1967)**

Professor of English. BA, 1951, Washington State University; MA, 1957, PhD, 1967, University of Washington. Emeritus since 1997.

**Don B. Rhoades, PhD (1970)**

Professor of Political Science, Coordinator of International Studies. BA, 1964, MA, 1966, Colorado State College; PhD, 1972, University of Nebraska. Emeritus since 2002.

**Robert R. Riehm, MA (1969)**

Associate Professor of Health Education. BS, 1960, State University of Iowa; MA, 1966, Northeast Missouri State Teachers College. Emeritus since 1995.

**Sheldon T. Rio, PhD (1963)**

Professor of Mathematics, Director of the School of Science-Mathematics. BA, 1950, Westmar College; MA, 1954, Montana State University; PhD, 1959, Oregon State University. Emeritus since 1989.

**James B. Robertson, EdD (1965)**

Professor of Psychology. BS, 1954, University of Oregon; BS, 1959, Portland State College; MS, 1956, EdD, 1962, University of Oregon. Emeritus since 1988.

**James M. Romberg, MFA (1987)**

Professor of Art. BA, 1965, Pomona College, Claremont; MFA, 1972, Claremont Graduate School. Emeritus since 2005.

**Carolyn L. Ruck, EdD (1978)**

Professor of Education. BA, 1966, University of California, Santa Barbara; MA, 1978, Southern Oregon State College; EdD, 1984, University of Oregon. Emerita since 2002.

**David A. Russell, PhD (1983)**

Associate Professor of Library Science. AB, 1956, AMEd, 1966, AMLS, 1971, University of Michigan; PhD, 1984, University of Iowa, Iowa City. Emeritus since 1996.

**Charles Ryberg, MA (1962)**

Professor of English. BA, 1957, University of Illinois; MA, 1959, Southern Illinois University. Emeritus since 1998.

**[S]****Herman Schmeling, PhD (1970)**

Professor of English. BS, 1953, Wisconsin State College; MS, 1958, University of Wisconsin; PhD, 1969, George Peabody College. Emeritus since 1991.

**Frank K. Seely, BA (1971)**

Associate Professor, Director of Budget. BA, 1958, San Jose State College. Emeritus since 1991.

**Robert E. Seevers, PhD (1967)**

Professor of Chemistry and Computer Science. BS, 1963, Portland State University; PhD, 1968, Oregon State University. Emeritus since 1993.

**Karen A. Shafer, PhD (1968)**

Professor of Communication. BA, 1965, Western State College; MS, 1968, PhD, 1988, University of Oregon. Emerita since 2002.

**Glen S. Shipley, MD (1973)**

Professor, Director of Student Health Services. BA, 1955, Reed College; MD, 1959, University of Oregon Medical School; MPH, 1968, Tulane School of Public Health. Emeritus since 1998.

**Lorraine B. Skaff-Winger, EdD (1967)**

Professor of Business. BA, 1959, MA, 1963, Colorado State College; EdD, 1972, Oregon State University. Emerita since 1994.

**Chris N. Skrepetos, PhD (1966)**

Professor of Biology. BS, 1955, University of California, Berkeley; MA, 1961, PhD, 1965, University of Oregon. Emeritus since 1994.

**Joseph Smith, EdD (1964)**

Professor of Business. BA, 1952, MA, 1953, Brigham Young University; EdD, 1962, Colorado State University, Greeley. Emeritus since 1990.

**Wayne A. Sorsoli, PhD (1966)**

Professor of Biology. BA, 1953, University of California, Davis; MA, 1961, University of the Pacific; PhD, 1965, Oregon State University. Emeritus since 1994.

**James K. Sours, PhD (1969)**

Professor of Political Science, President of Southern Oregon State College, 1969–1978. BA, 1949, University of Wichita; MPA, 1951, PhD, 1954, Harvard University; LLD (Hon), 1971, Dankook University, Seoul, Korea. Emeritus since 1980. Deceased.

**Darlene H. Southworth, PhD (1979)**

Professor of Biology. BS, 1963, MS, 1964, University of Michigan; PhD, 1970, University of California, Berkeley. Emeritus since 2000.

**Chester C. Squire, EdD (1958)**

Professor of Education. BS, 1942, Southern Oregon College; MA, 1949, University of Northern Colorado; EdD, 1962, University of Oregon. Emeritus since 1976.

**Ronald R. Steffani, PhD (1964)**

Professor of Mathematics. BS, 1958, College of Great Falls, Montana; MS, 1964, University of Utah; PhD, 1970, Oregon State University. Emeritus since 1996.

**Gerald W. Stein, PhD (1970)**

Professor of Psychology. BA, 1964, Portland State University; MA, 1968, PhD, 1971, Southern Illinois University. Emeritus since 2003.

**John Rodney Stevens, BS (1977)**

Assistant Professor, Assistant to Dean of Administration for Facilities and Planning. BS, 1951, The Citadel. Emeritus since 1988.

**Roger Stevenson, PhD (1972)**

Professor of Foreign Languages and Literatures. BA, 1965, University of Utah; MA, 1967, State University of New York; PhD, 1978, University of Washington. Emeritus since 2001.

**Marc G. Stone, PhD (1971)**

Associate Professor of Art. BA, 1969, MA, 1971, University of California, Santa Barbara; PhD, 1979, University of Oregon. Emeritus since 2002.

**Richard M. Straw, PhD (1981)**

Professor of Computer Science, Director of Computing Services Center. BA, 1949, University of Minnesota; PhD, 1955, Claremont Graduate School. Emeritus since 1992.

**Gene Stringer, PhD (1971)**

Professor of Physics and Computer Science. BA, 1961, Linfield College; MA, 1964, PhD, 1969, University of Oregon. Emeritus since 2001.

**Janice Swanson, PhD (1983)**

Professor of Business. BS, 1976, MS, 1980, Southern Oregon State College; PhD, 1994, Oregon State University. Emerita since 2002.

**[T]****Kevin S. Talbert, PhD (1979)**

Professor, Chief Information Officer. BA, 1974, University of Minnesota; MS, 1976, University of Wisconsin; PhD, 1981, University of Northern Colorado. Emeritus since 2003.

**Chela Tapp-Kocks, MA (1966)**

Associate Professor of Foreign Languages and Literatures. BA, 1957, Colorado State University, Greeley; MA, 1965, University of Colorado. Emerita since 1997.

**Ronald C. Taylor, PhD (1964)**

Professor of Psychology, Coordinator of Testing. BA, 1958, MEd, 1961, Central Washington State College; PhD, 1973, University of Oregon. Emeritus since 1994.



**Stuart O. Turner, MM (1976)**

Professor of Music. BME, 1964, University of Denver; MM, 1966, Northwestern University. Emeritus since 2001.

[V]

**Dennis L. Varin, PhD (1970)**

Professor of Business. BS, 1967, MS, 1970, Southern Oregon College; PhD, 1975, Oregon State University. Emeritus since 2001.

[W]

**Roger Weeks, MA (1967)**

Associate Professor of Modern Languages. BA, 1959, MA, 1962, University of Massachusetts; MA, 1969, University of Colorado, Boulder. Emeritus since 1989.

**Richard Welton, PhD (1963)**

Professor of Biology. BA, 1959, Washington State University; MA, 1962, PhD, 1963, Oregon State University. Emeritus since 1997.

**Betty LaDuke Westigard, MA (1964)**

Professor of Art. BA, 1960, MA, 1962, Los Angeles State College. Emeritus since 1996.

**J. Claude White, DEd (1967)**

Professor of Education. BS, 1947, State Teachers College, Ellendale, North Dakota; ME, 1952, University of Montana; DEd, 1967, University of Oregon. Emeritus since 1982.

**Joanne H. Widness, MS (1965)**

Associate Professor of Physical Education. BS, 1956, MS, 1964, University of Oregon. Emerita since 1988.

**Paul S. Willes, EdD (1965)**

Professor of Education. BS, 1952, MS, 1955, Brigham Young University; EdD, 1962, University of Utah. Emeritus since 1989.

**Gordon B. Wilson, EdD (1969)**

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# Directory

## General Information: 541-552-7672

To call any University office from off campus, first dial the prefix 552. For campus directory assistance, call 541-552-7672.

## Admission Information

In Oregon and area codes 530, 707, and 916, call toll-free: 800-482-7672

From all other area codes, call: 541-552-6411

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Budget Office, A. McCoy, CH 285 ..... 6327

Business Services, C. Morris, CH 150 ..... 6311

Campus Information ..... 7672

Career Services, ACCESS Center, SU 134 ..... 6275

Computing Services Center,

T. O'Rourke, CS 123 ..... 6393

Dining Services, TBD ..... 6383

Disability Services for Students,

M. Dibb, ACCESS Center, SU 134 ..... 6213

Duplicating Services, D. Verner, BR 250 ..... 6134

Extended Campus Programs,

B. Scott, ECP Building ..... 6331

Facilities Management and Planning,

C. Morris (Interim), PHY PL ..... 6231

Family Housing, E. Rosenberg ..... 8230

Financial Aid, CH 100 ..... 6161

Food Services, M. Brown / C. Picollo (Interim) .. 6383

Grants and IRB, D. Hofer, CH 285 ..... 8662

Health and Wellness Ctr., D. Potratz, SHWC .. 6136

Honors Program, S. Coyner, CSC 210 ..... 6150

Housing and Residential Living, Cox Hall ... 6371

Human Resource Services, CH 185 ..... 6511

Institutional Advancement, J. Schad, Plunkett.. 6127

International Programs, S. Stevens, SU ..... 6336

Jefferson Public Radio, CE 017 ..... 6301

Hannon Library, T. Montgomery

(Interim), LIB 212 ..... 6833

Mail Services, P. Curl, BR 101 ..... 6201

Marketing and Public Relations, Plunkett..... 6421

Medford Campus, V. Purslow,

Medford Campus ..... 8100

Media Services, CS 120 ..... 6393

Music Department Performances ..... 6101

Nontraditional /Commuter Student

Center, T. Lowrie, SU ..... 8238

Queer Resource Center (QRC), SU ..... 8328

Parking, CH 150 ..... 6257

Publications Office, M. Michaels, CH 200 .... 6155

Registrar's Office, M. Corcoran, BR 230 ..... 6600

Rogue Valley Community Television (RVTV),

P. Belcastro, RVTV /Multimedia Center ..... 6395

Safety, B. Patton, 382 Wightman ..... 6909

Schneider Children's Center, L. Lane ..... 8225

Schneider Museum of Art, M. Gardiner ..... 6245

Security, E. Rodriguez / S. Ross (Interim),

382 Wightman ..... 6258

Siskiyou Newspaper, SU ..... 6306

Stevenson Union Administration, SU ..... 6461

Student Affairs Office, J. Rich, SU ..... 6221

Student Publicity, K. Finnegan, SU 116B ..... 6495

Summer Session, C. Cross, ECP Building ..... 6334

Telecommunications, CS Lab A204 ..... 6419

Testing, L. Fujitsubo, EP 246 ..... 6206

Theatre Arts, C. Sackett,

Theatre Arts 111 ..... 6346

Theatre Arts Box Office,

Theatre Arts ..... 6348

Veterans Information and Certification,

S. Tarahteef, BR 230 ..... 6605

West Wind Review, SU ..... 6518

Women's Resource Center, SU ..... 6216

## Schools and Departments

### SCHOOL OF ARTS AND LETTERS

Dean, E. Battistella, CS 211 ..... 6520

Art, C. Bustamante, AB 118 ..... 6569

Communication, S. Walsh, BR 215 ..... 6668

English and Writing,

B. Gholson, CE 261 ..... 6630

Foreign Languages and Literatures,

M. Golding, CH 255D ..... 6741

Music, P. French, MU 229 ..... 6532

Theatre Arts, C. Sackett, THTR 117 ..... 6689

### SCHOOL OF BUSINESS

Dean, S. Sanzberro (Interim), CE 142 ..... 6483

R. Ordoñez, BR 212 ..... 6720

### SCHOOL OF EDUCATION

Dean, G. Mills, EP 106 ..... 6920

Education, W. Greene, EP 120 ..... 6921

### SCHOOL OF SCIENCES

Dean, J. Graf, SC 173A ..... 6861

Biology, S. Janes, SC 219 ..... 6797

Chemistry, T. Keevil, SC 272 ..... 6405

Computer Science,

D. Wilson, CS 219 ..... 6976

Geology, C. Lane, SC 064 ..... 6479

Mathematics, K. Yates, CE 228 ..... 6578

Physics, P. Photinos, SC 166 ..... 6475

### SCHOOL OF SOCIAL SCIENCE AND

#### HEALTH & PHYSICAL EDUCATION

Dean, J. Wilson (Interim), TA 127 ..... 6946

Criminology and Criminal Justice,

L. Ayers-Schlosser, TA 212 ..... 6505

Economics, L. Wilcox Young, TA 213 ..... 6787

Geography, S. Reynolds, TA 125B ..... 6279

Health & Physical Education,

D. Mills, McN 147 ..... 6045

History, K. Sundwick, TA 113 ..... 6650

International Studies, M. Staniek, TA 120 ... 6288

Political Science, P. Pavlich, TA 120A ..... 6130

Psychology, L. Fujitsubo, EP 232 ..... 6940

Sociology and Anthropology,

J. Maxwell, TA 222 ..... 6760

### LIBRARY AND INFORMATION SCIENCE

D. Hollens, LIB 318 ..... 6850

### OREGON HEALTH & SCIENCE UNIVERSITY

#### DEPARTMENT OF NURSING AT SOU

Associate Dean, S. Theis, CE 217 ..... 6226



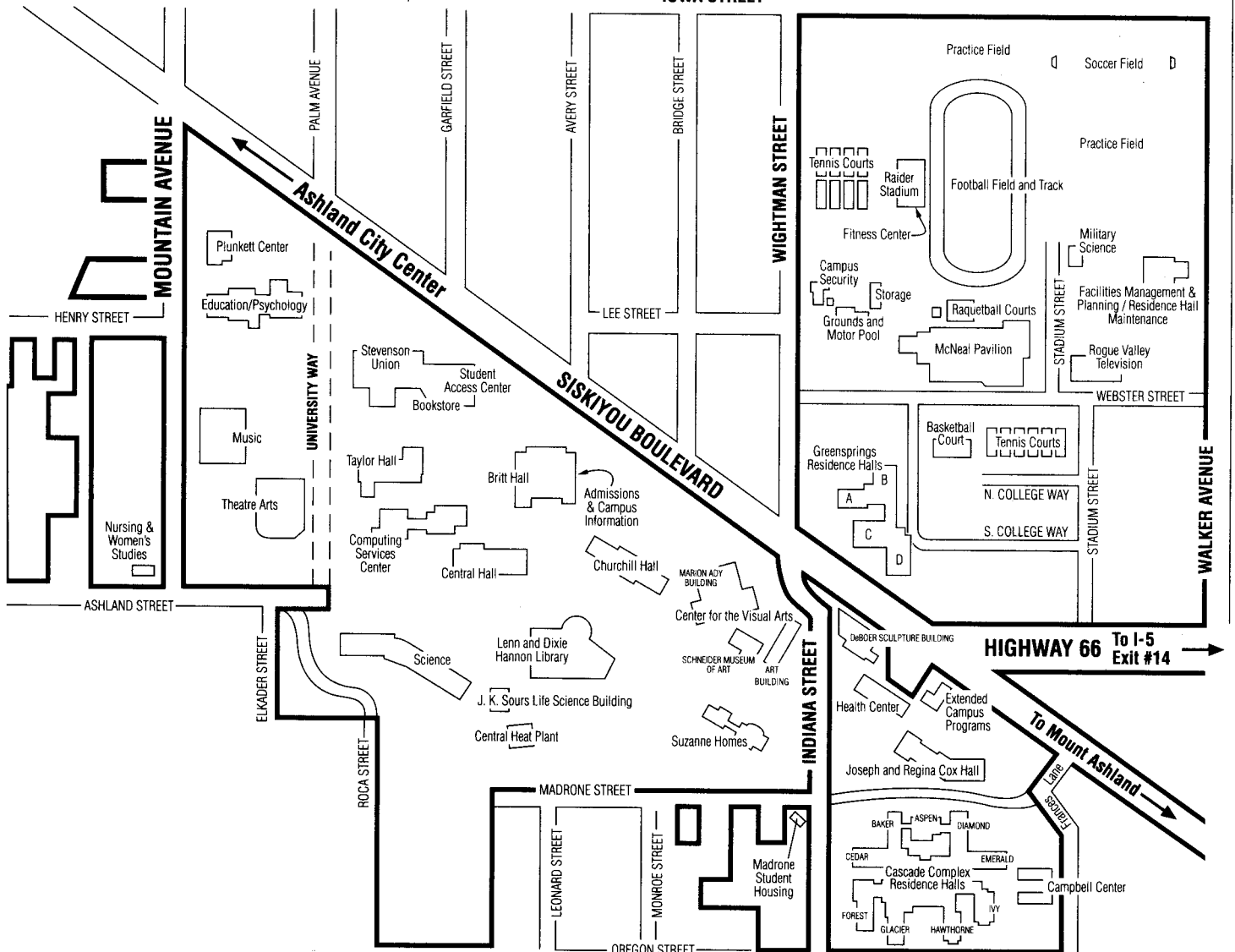
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### **Undergraduate Degrees**

#### **BACHELOR OF ARTS OR SCIENCE**

Anthropology  
Art  
Arts and Letters  
Biology  
Business Administration\*  
    *Accounting*  
    *Hotel Restaurant and Resort Management*  
    *Management\**  
    *Marketing\**  
    *Small Business Management\**  
Chemistry\*  
    *Biochemistry*  
Co-Majors  
    *Business-Chemistry*  
    *Business-Mathematics*  
    *Business-Physics*  
    *Mathematics-Computer Science*  
    *Music-Business*  
Communication\*  
    *Human Communication\**  
    *Journalism\**  
    *Media Arts\**  
    *Media Studies\**  
Computer Science\*  
    *Computer Information Science\**  
    *Computer Programming and Software\**  
    *Computer Science and Multimedia\**  
    *Computer Security and Information Assurance\**  
Criminal Justice\*  
Early Childhood Development††  
Economics\*  
    *General Economics\**  
    *International Economics\**  
    *Economics and Finance\**  
    *Applied Economics and Public Policy\**  
English and Writing†  
Environmental Studies  
Geography\*  
Geology  
Health and Physical Education\*  
History\*  
Human Service†  
Interdisciplinary Studies  
International Studies\*  
Language and Culture\*  
    *French\**  
    *German\**  
    *Spanish\**  
Mathematics\*  
Music  
Nursing(OHSU)  
Physics\*  
Political Science  
Psychology  
Science  
Social Science  
Sociology  
Theatre Arts  
BACHELOR OF FINE ARTS  
Art  
Theatre

### **Cooperative Professional Programs**

Bachelor's degrees are offered in cooperation with various professional schools and other institutions. Programs include:  
Chiropractic: Western States Chiropractic College  
Dental Hygiene: Oregon Institute of Technology  
Medical Technology: OHSU  
Optometry: Pacific University  
One- to four-year preprofessional programs in the following areas are available to students intending to transfer to professional schools:  
Chiropractic Medicine  
Dental Hygiene  
Dentistry  
Education  
Engineering  
Law  
Medical Technology  
Medicine  
Nursing  
Occupational Therapy  
Optometry  
Pharmacy  
Physical Therapy  
Physician's Assistant  
Psychology, Counseling, Social Work, or Human Service  
Veterinary Medicine

### **Certificates**

Accounting, Postbaccalaureate Certificate (Business)  
Applied Cultural Anthropology (Anthropology)  
Applied Finance and Economics (Business and Economics)  
Botany (Biology)  
Cultural Resource Management (Sociology and Anthropology)  
Business Information Systems (Business and Computer Science)  
Interactive Marketing and E-Commerce (Art, Applied Multimedia, Business, and Computer Science)  
Management of Human Resources (Business and Psychology)  
Native American Studies  
Nonprofit Management, Postbaccalaureate (Business)

### **Minors**

African and Middle Eastern History (History)  
Anthropology (Sociology and Anthropology)  
Applied Multimedia (Interdisciplinary Studies)  
Art History (Art)  
Biology (Biology)  
British Literature (English and Writing)  
Business Administration (Business)  
Chemistry (Chemistry)  
Communication (Communication)  
Computer Science (Computer Science)  
Creative Writing (English and Writing)  
Criminal Justice (Criminology and Criminal Justice)  
Economics (Economics)  
Education (Education)

English Education (English and Writing)  
Ethics (Philosophy)  
European History (History)  
Film Studies (Communication)  
French (Foreign Languages and Literatures)  
General Studio Art (Art)  
Geography (Geography)  
Geology (Geology)  
German (Foreign Languages and Literatures)  
Hotel, Restaurant, and Resort Management (Business)  
Human Communication (Communication)  
Interdisciplinary Ethics (Honors)  
International Peace Studies (interdisciplinary Studies)  
Journalism (Communication)  
Land Use Planning (Geography)  
Latin American History (History)  
Latin American Studies (Interdisciplinary Studies)  
Media Studies (Communication)  
Mathematics (Mathematics)  
Mathematics Education (Mathematics)  
Military Science (Military Science)  
Music (Music)  
Native American Studies (Interdisciplinary Studies)  
Philosophy (Philosophy)  
Photography (Art)  
Physics (Physics)  
Political Science (Political Science)  
Psychology (Psychology)  
Public Administration (Political Science)  
Public Relations (Communication)  
Shakespeare Studies (interdisciplinary Studies)  
Sociology (Sociology and Anthropology)  
Spanish (Foreign Languages and Literatures)  
Theatre Arts (Theatre Arts)  
United States History (History)  
US Literature (English and Writing)  
Video Production (Communication)  
Women's Studies (Interdisciplinary Studies)  
Writing with Professional Applications (English and Writing)

### **Graduate Degrees**

**MASTER IN APPLIED PSYCHOLOGY**  
**MASTER IN MANAGE.MENT**  
**MASTER OF ARTS IN TEACHING**  
**MASTER OF ARTS OR SCIENCE**  
**MASTER OF MUSIC IN CONDUCTING**  
**EDUCATION**  
**ENVIRONMENTAL EDUCATION**  
**SPECIFIED SCHOOL AREAS**

\* Participates in the three-year Accelerated Baccalaureate Degree Program

† Human Service is a degree completion program and requires special admission procedures

†† In collaboration with Rogue Community College

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## **REACH US:**

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